

GRADE 3, UNIT 4

Massachusetts and the Revolution



TEACHER'S GUIDE



A 1768 engraving shows British ships bringing troops to Boston after colonists protested new tax laws. Image by Paul Revere via Wikimedia Commons, public domain.

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UNIT INFORMATION

Massachusetts and the Revolution

Unit Throughlines	Learning Progression
How was Massachusetts important to the American Revolution? EU 1. Governments make laws and decisions that impact people differently. When people disagree with a government's actions, they can protest in different ways. EU 2. People can have different opinions and priorities during conflict with the government, which can push them toward revolution. EU 3. People have to consider their beliefs, needs, and safety during times of conflict and war. These events often force people to make difficult decisions and choices. Key Practice Standards PS 4. With prompting and support, use knowledge of relevant topics or events to identify individuals and/or groups whose voices are represented and not represented in a given source or sources. PS 6. Identify evidence from a source that is relevant to an inquiry question.	Massachusetts in the 1760s 7 Lessons How did British rule affect the people of Massachusetts in the 1760s? - L 1. Use background knowledge about rules and fairness to make connections and generate questions about Massachusetts and the American Revolution. - L 2. Identify the levels of government in colonial Massachusetts using an informational text. - L 3. Build conceptual understanding of key vocabulary words (<i>tax</i>, <i>protest</i>). - L 4. Analyze an informational text to learn why colonists protested unfair laws and how some of these events were connected. - L 5. Analyze a source to identify evidence of the connections between British rule and the people of Massachusetts in Paul Revere's engraving to help answer the Supporting Question. - L 6. Synthesize new learning about Massachusetts in the 1760s by using evidence to develop a claim about the past. - L 7. Explain how British rule affected the people of Massachusetts. Conflict in Massachusetts 9 Lessons How did the people of Massachusetts respond to conflict with Britain? - L 8. Use background knowledge to make connections and generate questions about responses to the conflict with Britain in Massachusetts. - L 9. Identify information about a Revolutionary leader (Crispus Attucks, Phillis Wheatley, or Mercy Otis Warren) and their influence and motivations. - L 10. Analyze connections between Revolutionary leaders Crispus Attucks, Phillis Wheatley, and Mercy Otis Warren and their importance. - L 11. Analyze a text and a lithograph to identify evidence that helps answer the Supporting Question. - L 12. Compare and categorize actions of the Patriots and the British government. - L 13. Identify cause and effect relationships between British laws and the First Continental Congress by analyzing a secondary source.

PS 6. Provide reasons to support a claim.

Key Literacy Standards

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4. Produce writing in which the development and organization are appropriate to task, purpose, and audience.

W.3.7. Conduct short research projects that build knowledge about a topic.

L 14. Analyze secondary sources to identify connections between the Intolerable Acts and the Battles of Lexington and Concord.

L 15. Synthesize new learning about conflict in Massachusetts during Revolutionary times by citing evidence from multiple sources.

L 16. Demonstrate cause and effect connections between events that happened in Revolutionary Massachusetts using evidence from cluster sources.

Massachusetts During the Revolutionary War | 8 Lessons

How did different groups of people respond to the Revolutionary War?

L 17. Make connections and generate questions about how different groups of people responded to the Revolutionary War.

L 18. Determine the historical significance and meaning of the Declaration of Independence by analyzing primary and secondary sources.

L 19. Identify Indigenous and African American soldiers' experiences and perspectives during the Revolutionary War.

L 20. Identify women's experiences and perspectives during the Revolutionary War.

L 21. Identify the impacts of Elizabeth Freeman and the Massachusetts Constitution on the rights of people in the state.

L 22. Synthesize learning about different groups of people in Massachusetts during the Revolutionary War by citing evidence from multiple sources in response to compelling questions.

L 23. Explain how different groups of people in Massachusetts responded to the Revolutionary War.

L 24. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about Massachusetts and the American Revolution.

Summative Assessment | 2 Days

For Unit 4's Summative Assessment, students create a poster that answers a chosen core inquiry question related to the unit's Essential Question: *How was Massachusetts important to the American Revolution?*

On Day 1, students build off the source work and topic selection done in the Unit Synthesis lesson and complete the Summative Assessment Task Poster Organizer. They work in pairs or small groups to form an answer statement, gather supporting evidence from each cluster, and record evidence that supports their statement.

On Day 2, students use the information they recorded on Day 1 to design a poster that reflects their work on Day 1. Students illustrate their ideas and place their writing on a poster in an engaging design. There is then the option to have students share their work with one another and reflect on their experiences in the unit.

Massachusetts and the Revolution



How was Massachusetts important to the American Revolution?

Framing the Unit

The unit is organized into three clusters of lessons. The first cluster focuses on Massachusetts in the 1760s, when the relationship between Britain and the colonies began to change. Students explore primary and secondary sources to understand the reasons for rising tensions between the two groups.

The second cluster focuses on increasing tensions in Boston between British soldiers and Patriot colonists during the years 1770–1775. Students use a variety of sources to examine the cause-and-effect nature of historical events.

The third cluster focuses on life during the Revolutionary War and the creation of the U.S. Constitution. The experiences and perspectives of Indigenous people, African Americans, and women, who are typically left out of the discussions about the American Revolution, are centered in this cluster.

The Summative Assessment asks students to write an answer statement to the unit's Essential Question: *How was Massachusetts important to the American Revolution?* and support their response with evidence from the unit. They then create a poster with their writing and illustrations and have the option to share their work with the class or the greater school community.

Prepare to teach this unit by exploring the [Background Brief: Massachusetts and the Revolution](#), which was designed to help you build content knowledge through a variety of resources. The brief also highlights current perspectives and research—along with potential misconceptions and any debates you should know about—so you can present this unit with confidence.

Enduring Understandings

1. Governments make laws and decisions that impact people differently. When people disagree with a government's actions, they can protest in different ways.

Unit Overview

2. People can have different opinions and priorities during conflict with the government, which can push them toward revolution.
3. People have to consider their beliefs, needs, and safety during times of conflict and war. These events often force people to make difficult decisions and choices.

Connections to Current Events and Issues

Connections to today's world and students' lives are built into this unit. Other contemporary connections could be added or developed for various topics of study within this unit, and we encourage you to take advantage of opportunities to connect students' learning to contemporary local, national, and global developments that may arise as you teach this unit. Some ideas for linking this unit to current events and issues include:

- This unit on Massachusetts and the American Revolution focuses on many stories and voices that are not typically included in the history. For an even deeper understanding of the role of Black and Nipmuc people during this time, teachers and students can explore the Massachusetts 250 article [Untold Local Stories Behind American Revolution to Take Spotlight in 2026 Celebration](#).
- Hands-on and experiential learning are highly effective ways to connect students to historical events and perspectives. Boston's [Freedom Trail](#) is a great resource both for information about each site and its role in Revolutionary America.
- The core aspects of having a voice and being part of decision-making in the American Revolution are still important today. The *M-A Chronicle*'s article [Students Write Letters to Political Representatives](#) shares some examples of this for students in Massachusetts. Unit 5 will also address other forms of civic engagement for students and communities.

*Vocabulary (in order of appearance)***Tier 3 Vocabulary**

congress
militia

minutemen
independence

constitution

Priority Tier 2 Vocabulary

government
law

protest
tax

conflict
declaration

Lesson Clusters*Cluster 1: Massachusetts in the 1760s (Lessons 1-7)*

Unit Overview**How did British rule affect the people of Massachusetts in the 1760s?**

Focus Standards: 3.T6.2, 3.T6.5, PS 4, PS 6, PS 6, RI.3.1, RI.3.2, SL.3.1, W.3.2, W.3.4

In the first cluster, students are introduced to the period that led to the American Revolution (about 1763–1774) and work to answer the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?* Students begin by considering the purpose of rules, laws, and government and possible responses in the face of injustice. They then investigate primary sources and read informational articles to examine why British soldiers were stationed in North America, how the British government began passing laws that taxed the colonies, and the tensions that began to rise as a result.

Cluster 2: Conflict in Massachusetts (Lessons 8-16)**How did the people of Massachusetts respond to conflict with Britain?**

Focus Standards: 3.T6.2, 3.T6.2a, 3.T6.2b, 3.T6.2c, 3.T6.2d, 3.T6.2e, 3.T6.2g, PS 4, PS 6, PS 6, RI.3.2, RI.3.3, SL.3.1, SL.3.2, W.3.7

The second cluster opens with an exploration of how the conflict between Britain and Massachusetts became more serious with the Boston Massacre. Students then conduct a short research project on one very important person (VIP) of Revolutionary history using articles and videos. Lastly, students examine secondary sources of artwork, video clips, and informative texts to expand their understanding of the Supporting Question: *How did the people of Massachusetts respond to conflict with Britain?*

Cluster 3: Massachusetts During the Revolutionary War (Lessons 17-24)**How did different groups of people respond to the Revolutionary War?**

Focus Standards: 3.T6.2, 3.T6.2a, 3.T6.2b, 3.T6.2c, 3.T6.2d, 3.T6.2e, 3.T6.2f, 3.T6.2g, 3.T6.3, 3.T6.4, 3.T6.5, PS 4, PS 6, PS 6, RI.3.2, SL.3.1, W.3.4

In the third cluster, students work to answer the Supporting Question: *How did different groups of people respond to the Revolutionary War?* Students first explore the Declaration of Independence and analyze videos and informational articles that describe the difficult decisions of Indigenous people and African Americans when war broke out in America. Students also analyze secondary sources about the experiences of Loyalist and Patriot women during the Revolutionary War. Finally, students analyze an informational text about the purpose and the writing of the Massachusetts and U.S. Constitutions.

Summative Assessment: Massachusetts and the American Revolution (Lessons 25-26)

Focus Standards: 3.T6.2, 3.T6.2e, 3.T6.2f, 3.T6.2g, 3.T6.3, 3.T6.4, 3.T6.5, PS 4, PS 6, PS 6, W.3.4

Unit Overview

For Unit 4's Summative Assessment, students create a poster that answers a chosen core inquiry question related to the unit's Essential Question: *How was Massachusetts important to the American Revolution?*

On Day 1, students build off the source work and topic selection done in the Unit Synthesis lesson and complete the Summative Assessment Task Poster Organizer. They work in pairs or small groups to form an answer statement, gather supporting evidence from each cluster, and record evidence that supports their statement.

On Day 2, students use the information they recorded on Day 1 to design a poster that reflects their work on Day 1. Students illustrate their ideas and place their writing on a poster in an engaging design. There is then the option to have students share their work with one another and reflect on their experiences in the unit.

Unit Focus Standards

Content Standards

- **3.T6.2:** Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.
 - **3.T6.2a:** the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams
 - **3.T6.2b:** the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples
 - **3.T6.2c:** the Intolerable Acts (1774), laws passed by the British Parliament as a result of the Boston Tea Party, designed to punish colonists
 - **3.T6.2d:** the First Continental Congress (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts
 - **3.T6.2e:** the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown, Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem
 - **3.T6.2f:** the roles of Native Peoples and African Americans in the American Revolution, some serving as Loyalists, some as Patriots
 - **3.T6.2g:** the roles of colonial women in keeping households and farms, providing education for children, and, during the Revolution, boycotting English goods
- **3.T6.3:** Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.
- **3.T6.4:** Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution.

Unit Overview

Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.

- **3.T6.5:** Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.

Practice Standards

- **PS 4:** With prompting and support, use knowledge of relevant topics or events to identify individuals and/or groups whose voices are represented and not represented in a given source or sources.
- **PS 6:** Identify evidence from a source that is relevant to an inquiry question.
- **PS 6:** Provide reasons to support a claim.

Literacy Standards

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.4:** Produce writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.

Vocabulary List



Grade 3, Unit 4: Massachusetts and the Revolution

Vocabulary List

Massachusetts in the 1760s (Lessons 1-7)

Lesson	Word	Definition
2	government (n.)	a group of people who run a community, town, state, tribe, or country
2	law (n.)	a rule of a community, town, state, tribe, or country
3	protest (v.)	to speak or act against something you think is unfair
3	tax (n.)	money people have to pay to the government

Conflict in Massachusetts (Lessons 8-16)

Lesson	Word	Definition
8	conflict (n.)	a strong disagreement or difference of opinion
13	congress (n.)	a meeting of people who represent a group or community
14	militia (n.)	a group of citizens who defend a community
14	minutemen (n.)	members of a militia who agreed to be ready at a “minute’s notice”

Massachusetts During the Revolutionary War (Lessons 17-24)

Lesson	Word	Definition
18	declaration (n.)	an official announcement
18	independence (n.)	freedom from the control of others
21	constitution (n.)	a plan of government for a state or country

LESSON PLANS

Massachusetts in the 1760s

How did British rule affect the people of Massachusetts in the 1760s?

CONTENTS

Lesson 1

Unit Kickoff

Lesson 2

Cluster 1 Launch

Lesson 3

Boston Rebels (Part 1)

Lesson 4

Boston Rebels (Part 2)

Lesson 5

A Changing Relationship

Lesson 6

Putting It Together

Lesson 7

Formative Assessment

Overview

In the first cluster, students are introduced to the period that led to the American Revolution (about 1763–1774) and work to answer the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?*

Students begin by considering the purpose of rules, laws, and government and possible responses in the face of injustice. They then investigate primary sources and read informational articles to examine why British soldiers were stationed in North America, how the British government began passing laws that taxed the colonies, and the tensions that began to rise as a result.

Learning Objectives

By the end of this cluster, students should be able to...

- Explain the colonial governmental structure of Massachusetts.
- Identify evidence from multiple sources that can help answer an inquiry question.
- Explain how and why colonists protested the British government.
- Construct social studies arguments that select relevant information to support claims with evidence from one or more sources (WIDA ELD-SS.2-3.Argue.Expressive).

Vocabulary

TIER 2

government
law
protest
tax

Cluster 1: Massachusetts in the 1760s

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 4: With prompting and support, use knowledge of relevant topics or events to identify individuals and/or groups whose voices are represented and not represented in a given source or sources.	2, 5-7
PS 6: In response to an inquiry question, respond with a claim based on evidence.	1, 5-6
PS 6: Identify evidence from a source that is relevant to an inquiry question.	1-7

Content Standards

STANDARD	LESSON(S)
3.T6.2: Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.	1, 3-7
3.T6.5: Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.	2

Literacy Standards

STANDARD	LESSON(S)
RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2, 6
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	3-5

Cluster 1: Massachusetts in the 1760s

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	1-2, 6
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	7
W.3.4: Produce writing in which the development and organization are appropriate to task, purpose, and audience.	7

Unit 4, Cluster 1 Inquiry Chart (Teacher Version)

Unit EQ	How was Massachusetts important to the American Revolution?
Cluster SQ	How did British rule affect the people of Massachusetts in the 1760s?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 2: We read about the government organization of colonial Massachusetts.	The colony of Massachusetts was ruled by the British king. The king chose the governor who led the colony of Massachusetts.
Lesson 3: We began reading about how Boston colonists protested a new law and taxes that Britain created.	Some colonists did not like that King George III made a new law, and Boston colonists protested the new taxes that were created.
Lesson 4: We took notes on Britain's new laws and the Patriots' reactions to them.	Some colonists called Patriots organized protests to show that they didn't approve of the new taxes and the British having power over them.
Lesson 5: We examined an engraving to understand one Patriot's perspective on the arrival of British troops.	Some colonists, including Paul Revere, were upset that British soldiers were coming to Boston. They did not want the British to rule them anymore.

LESSON 1

Unit Kickoff

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did British rule affect the people of Massachusetts in the 1760s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use background knowledge about rules and fairness to make connections and generate questions about Massachusetts and the American Revolution.	Engage in collaborative questioning with peers using <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , and <i>why</i> to ask questions about Massachusetts and the American Revolution.

LESSON OVERVIEW

The purpose of this lesson is to launch the new unit of inquiry through the introduction and exploration of the Essential Question: *How was Massachusetts important to the American Revolution?* Students begin to build context around the concept of the American Revolution through discussions about rules and laws. Students then discuss the Essential Question and construct a Know and Wonder chart.

LESSON STANDARDS

PS 6, PS 6, 3.T6.2, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 1 Slide Deck ☐ Unit 4 Know and Wonder Chart ☐ Unit 3.4 Word Wall Vocabulary Cards

LESSON AT A GLANCE

Component	Time
Discuss Rules and Fairness	10
Build a Know and Wonder Chart	20

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports generation of new questions on the Know and Wonder Chart.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for both discussions. Provide a couple of question starters from the LLB for students to use when working on the Know and Wonder Chart.
- [Look Fors](#): Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer during the rules and fairness discussion. Encourage students to choose relevant question starters from the LLB when working on the Know and Wonder Chart.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question starters with some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the rules and fairness discussion and the Know and Wonder Chart work. Students may choose to use the LLB when working on the Know and Wonder Chart.
- [Look Fors](#): Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 1: Unit Kickoff

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Cluster 1: Massachusetts in the 1760s



ADVANCE PREPARATION

Prepare the [Unit 4 Know and Wonder Chart](#) or create a Know and Wonder Chart on chart paper for your class. If you create one on chart paper, it should have Unit 4 and the Essential Question at the top, with two sections labeled below: “What do you already know?” and “What do you wonder?”

Print (and laminate if possible) the [Unit 3.4 Word Wall Vocabulary Cards](#) that will be used throughout this unit. [Blank Word Wall Vocabulary Cards](#) for multilingual learners are also available. Directions for creating translanguageing Word Wall cards in home language(s) other than English are included in this document.

Students will refer to handouts from lessons throughout this unit when it's time to put together what they've learned to answer the Supporting and Essential Questions. Establish (or remind students about) the system they will use to keep their documents for this unit organized in one place, such as a folder or binder.

Prepare to teach this unit by exploring the [Background Brief: Massachusetts and the Revolution](#), which was designed to help you build content knowledge through a variety of resources. The brief also highlights current perspectives and research—along with potential misconceptions and any debates you should know about—so you can present this unit with confidence.

Discuss Rules and Fairness (10 minutes)

Slide 2: Share with students that they are beginning a new unit and initiate a discussion about rules in a Think-Pair-Share format. Prompt them to:

- **Think** about a game you like to play (such as a card or board game, a team sport, or some other game you play with others) and some of its rules. Why do you think games have rules?
- **Pair** up with an elbow partner.
- **Share** the name of the game you thought of and one of its rules.

Then ask a few student pairs to share out with the whole group. Possible responses:

- Games have rules so that you know how to play the game and who wins.
- Games have rules so that you know what you're allowed or not allowed to do to play and win.
- If games didn't have rules, it could be confusing or unfair.

Lesson 1: Unit Kickoff

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Cluster 1: Massachusetts in the 1760s

Slide 3: Repeat the discussion strategy with the same partners to extend the discussion into rules for other things. Ask:

- *What is one rule at school or home that you think is good or important?*
- *Why do you think that rule was made?*
- *What would you do if you thought a rule was unfair to you or someone else?*

Possible responses:

- Some rules are about using playground equipment at recess, sharing things at home, or waiting in line or for your turn to get things.
- Some reasons for rules are that they keep people safe, make things fair or equal, and let people know what to do or how to do it.
- Responses to unfair rules include complaining, disobeying, and taking steps to change or cancel the rule.

Inform students that during the unit they are beginning today, they will explore how people in Massachusetts responded when faced with unfair rules during a time in history called the American Revolution.

**BUILD LITERACY**

An optional student text, [*Extension: What Was the American Revolution? Reading*](#), provides an overview of the American Revolution if your students do not have background knowledge of the time period.

Slides 4–6: Preview the concept of the American Revolution and read the text on the slides aloud for students. Be sure to pause for students to ask clarifying questions as needed.

Lesson 1: Unit Kickoff

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Build a Know and Wonder Chart (20 minutes)

Slide 7: Introduce the unit's Essential Question:



How was Massachusetts important to the American Revolution?

Slide 8: Introduce the [Unit 4 Know and Wonder Chart](#) in your chosen format and ask: *What do you already know about Massachusetts during the American Revolution?*

Prompt students to discuss with an elbow partner. Then ask student groups to share their ideas with the whole class. Be sure to record students' ideas under the Know column, synthesizing common ideas as needed. Possible responses:

- The first battles of the Revolutionary War were fought in Massachusetts in Lexington and Concord.
- Paul Revere traveled from Charlestown to Lexington in his midnight ride to warn colonists that British soldiers were coming.
- The Battle of Bunker Hill was fought in Massachusetts.
- Colonists dumped tea into Boston Harbor at the Boston Tea Party.
- The Boston Massacre was when British soldiers fired into a crowd.

Slide 9: Explain that before completing the Wonder column of the chart, students will learn a little more about the American Revolution.

Play "Investigating History: MA and the American Revolution" (3:17) by Massachusetts DESE.

Slide 10: Return to the Know and Wonder Chart and guide student discussion for the Wonder column of the chart. Ask: *What do you wonder about Massachusetts during the Revolutionary War?*

Once again, prompt students to discuss with an elbow partner. Then ask student groups to share their ideas with the whole class. Be sure to record students' ideas under the Wonder column, synthesizing common ideas as needed. Possible responses:



TEACHING TIP

You know your students best, so for any chart work throughout the unit, feel free to decide if it will be filled out by you transcribing students' responses or students writing on sticky notes to put on the chart.



TEACHING TIP

You can learn more about Know and Wonder chart work by reading Edutopia's article, [Using 'Know, Wonder, Learn' to Broaden Students' Learning](#) and National Geographic's article, [K-W-L Charts: A Simple Way to Promote Critical Thinking with Young Learners](#).



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of new questions on the Know and Wonder Chart.

Lesson 1: Unit Kickoff

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Cluster 1: Massachusetts in the 1760s

- What rules did they think were unfair?
- Why did they dump tea into Boston Harbor?
- Why were British soldiers in Boston?
- Why did British soldiers fire into a crowd of people?
- How many people fought or died during the war?

Close the lesson by highlighting a few student questions or wonderings that connect to learning or sources that will be part of the unit.

Lesson 1: Unit Kickoff

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LESSON 2

Cluster 1 Launch

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did British rule affect the people of Massachusetts in the 1760s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify the levels of government in colonial Massachusetts using an informational text.	Explain the levels of government in colonial Massachusetts in writing using a graphic organizer.

LESSON OVERVIEW

In this lesson, students build foundational knowledge about the colonial government of Massachusetts and launch Cluster 1’s Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?* Students begin by participating in the Build the Word Wall routine with the words *government* and *law*. They then participate in the Launching the Question routine using informational text and a graphic organizer. Students are introduced to the Unit 4, Cluster 1 Inquiry Chart and Cluster 1 Supporting Question and engage in discussion about additional questions that may need to be answered in the unit.

LESSON STANDARDS

PS 4, PS 6, 3.T6.5, RI.3.1, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 2 Slide Deck](#)
- ☐ [Government in Massachusetts Reading](#)
- ☐ [Government in Massachusetts Graphic Organizer](#)
- ☐ [Government in Massachusetts Graphic Organizer \(Teacher Version\)](#)
- ☐ [Cluster 1 Inquiry Chart](#)

VOCABULARY

government

law

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Read and Take Notes	15
Launching the Question	10

Cluster 1: Massachusetts in the 1760s**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Summarize Language and Literacy Builder \(3-5\)](#): Supports summarizing text and note-taking on the graphic organizer.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Guide students to only focus on the king and governor roles on the graphic organizer. Provide sentence starters from the LLB to help guide their summaries of each role.
- [Look Fors](#): Writing on the graphic organizer can include drawings, single words, or short phrases that describe each government role. Writing may be copied directly from the reading.

English Proficiency Levels 3-4:

- Encourage students to choose sentence starters from the LLB that best support their summaries of the text and note-taking.
- [Look Fors](#): Writing on the graphic organizer should include phrases and simple sentences that describe each government role, with some reference to their connection to one another.

English Proficiency Levels 5-6:

- Students should be able to complete the activities independently. They can refer to the LLB as needed.
- [Look Fors](#): Writing on the graphic organizer should include compound sentences that describe each government role and reference their connections to one another.

Lesson 2: Cluster 1 Launch

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Cluster 1: Massachusetts in the 1760s



ADVANCE PREPARATION

Prepare space in the classroom for the Unit 4 Word Wall.

Have the Unit 4 Know and Wonder Chart from Lesson 1 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 1 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry-erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and "What did we learn?" responses? Remember, each chart should reflect the voice and language of your students. See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster's chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

Vocabulary words *law* and *government* are high-leverage words for the unit. Determine if students would benefit from completing the [Unit 4 Word Map](#) for these vocabulary words. This work can be done during an ELA block or other class time before this lesson. You can refer to the [Grade 3 Word Map Example](#) to support students' completion of this task.

Build the Word Wall (5 minutes)

Slide 2: Begin by recapping the previous lesson. Share with students that in the last lesson, we talked about rules and how they are made. But what if you had to follow the rules made by someone who lived on the other side of an ocean? Today, we will learn about how Britain made rules for the colonies.

Slide 3: Introduce the first new vocabulary word students will need to know for this lesson: *law*.

- Say the word: *law*
- Use the word in context: *According to a law in our state, all kids have to go to school.*
- Share the student-friendly definition: *a rule of a community, town, state, tribe, or country*



SUPPORT ALL STUDENTS

Encourage home language connections to these vocabulary words for your multilingual learners. If your students completed Word Maps for these words, invite them to refer to them as they engage in the Build the Word Wall routine.

Lesson 2: Cluster 1 Launch

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Cluster 1: Massachusetts in the 1760s

- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

Slide 4: Introduce the second new vocabulary word students will need to know for this lesson: *government*.

- Say the word: *government*
- Use the word in context: *Each of the American colonies had its own government to make decisions for the colony.*
- Share the student-friendly definition: *the group of people who run a community, town, state, tribe, or country*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*

Slide 5: Highlight features of the word *government*.

- *This word comes from a Latin word that means to direct, rule, or guide.*
- *The word family includes: governor (a person in charge of a colony or state) and govern (to direct or guide people).*

Add *government* and *law* to the Word Wall and tell students they will be using these words in today's lesson and throughout the unit.

**LEARN MORE**

To learn about Wampanoag law and sovereignty, refer to Chapter 10 (pp. 199–207) and the epilogue (pp. 249–255) of [Colonization and the Wampanoag Story](#) by Linda Coombs.

To learn more about Indigenous government and the impact of American colonization, refer to Chapters 5 and 9 in [An Indigenous Peoples' History of the United States for Young People](#) by Roxanne Dunbar-Ortiz, adapted by Jean Mendoza and Debbie Reese.

Lesson 2: Cluster 1 Launch

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Read and Take Notes (15 minutes)



LEARN MORE

During the 17th and 18th centuries, the Province of Massachusetts Bay, situated in Massachusetts, operated as a royal colony. Initially established as the Massachusetts Bay Colony under a charter, it underwent a transformation into a royal colony in 1691 after its charter was annulled in 1684 due to persistent breaches.

The American Revolution in the late 18th century marked the overthrow of British control over all 13 North American colonies, including the Province of Massachusetts Bay.

In the aftermath of the Revolution, the Province of Massachusetts Bay underwent a significant change, adopting the title of the Commonwealth of Massachusetts in 1780. You can learn more by reading the post [History of the Province of Massachusetts Bay](#) from History of Massachusetts Blog.

Briefly review some key facts from the previous lesson:

- The American Revolution was the time when the relationship between Britain and the American colonies began to change.
- The cause of the change was disagreement about new laws that the British government began to make in the 1760s.
- Before then, Britain made very few rules or laws for the colonies.

Then inform students that some of those first laws were about how the government of a colony would work and how the colonists could make laws for themselves.

Explain that before they begin learning about the laws that led to arguments between Britain and the 13 colonies, we are going to find out more about how the government of the colony of Massachusetts worked.

Slides 6–7: Review the flow chart of government power and then distribute the [Government in Massachusetts Graphic Organizer](#) and explain to students how to use it.

- There are pictures to represent the different parts of government in two layers/levels.
- The top section represents the top/head of the government. Because Britain is the country that rules the colonies, it is the head of all the colonies.



CULTURAL COMPETENCE

While government structures are often taught as three-tiered (federal, state, and local), this structure excludes Indigenous government. Indigenous tribes and nations in Massachusetts during the time of the American Revolution had their own governmental structures and varying relationships to colonial government.

Lesson 2: Cluster 1 Launch

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Cluster 1: Massachusetts in the 1760s

- The bottom section represents Massachusetts and how the government for the whole colony is organized.
- Students will work in pairs to read the text and use its information to complete the graphic organizer.

**BUILD LITERACY**

To build literacy and comprehension for all students, consider first reading this text to students while thinking aloud about integrating the vocabulary terms and using information from the text features (captions, images, etc.) to make sense of the reading. Then, have students do a second read of the text to complete their lesson task.

Slide 8: Then distribute the [Government in Massachusetts Reading](#) and guide students to begin reading it with their partners. Remind students that they will work to fill out the job descriptions on the graphic organizer as they read with their partners.

Once students are finished, gather back together as a whole group to have students summarize the information they learned and review the visual notes organizer for accuracy. You can refer to the [Government in Massachusetts Graphic Organizer \(Teacher Version\)](#) to support this.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) to support their discussions and work on their notes organizer.

**CULTURAL COMPETENCE**

Treaties and Indigenous sovereignty are important aspects of understanding past and current governmental actions. Two recommended videos on the subjects are from the National Museum of the American Indian: [Sovereign Rights, Sovereign People](#) (5:25) and [Nation to Nation](#) (4:44). Another video source is NPR's [Why Treaties Matter](#) (5:20).

**Launching the Question** (10 minutes)**SPARK CURIOSITY**

Slide 9: Have students think about the colonial government reading and ask: *What groups of people were not included in the Massachusetts colonial assembly?*

Lesson 2: Cluster 1 Launch

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Cluster 1: Massachusetts in the 1760s

Have students use the “add on” talk move for this section. As they hear peers share their ideas, have them acknowledge them before sharing their own. Some examples are included on the slide.

Possible responses:

- Men who were not white (e.g., Indigenous people, enslaved Africans) were not included.
- That’s a good point. It also excluded men who could not afford to own land.
- Another example is that women were not included.

Then ask: *How would it have felt to have been ruled from afar by a king?* Possible responses:

- Unfair because the king wasn’t even in the same area as them and didn’t understand their experiences in the colonies
- Unfair because they had to follow laws that they didn’t have any say in

Slide 10: Prompt students to generate their own questions about the British government ruling over people in Massachusetts. Direct students to:

- Ask as many questions as you can.
- Save discussing or answering the questions for another time.

Provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 11: Introduce the Cluster 1 Supporting Question:



How did British rule affect the people of Massachusetts in the 1760s?

If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of new questions for the Inquiry Chart.

Lesson 2: Cluster 1 Launch

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Cluster 1: Massachusetts in the 1760s

Slide 12: Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three on the chart paper once a decision has been made.

DEVELOP THE INQUIRY CHART

Slide 13: Introduce the cluster's Inquiry Chart and point out the "What questions will we ask?" section. Then add the class's three priority questions to the "What questions will we ask?" section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use images, readings, and maps to explore how people in Massachusetts were impacted by British rule, using the Supporting Question and the priority questions they identified as their guide.

You will return to this Inquiry Chart document later in the cluster and throughout the unit, so it is essential that you preserve students' thinking here.

**LEARN MORE**

To learn more about building students' inquiry through questioning, read [Creating a Culture of Questioning: Inquiry in Lower Elementary](#) from Teaching Channel or watch [The QFT for Primary Source Learning](#) (0:00–6:41) from RightQuestion Institute.

Lesson 2: Cluster 1 Launch

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Government in Massachusetts Graphic Organizer (Teacher Version)

Directions: Use information from the text to describe the different parts of the government.

Student responses will vary. Look for specific information from the reading in their answers. Possible responses:

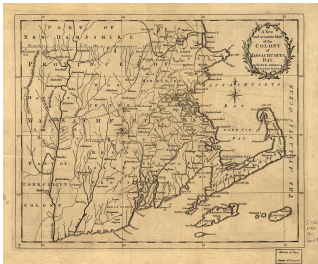
Country: Britain	Role: British Parliament	Role: King
 Map of Britain	What did the British Parliament do? Made the laws in Britain and all its colonies 	What did the king do? Led Britain and all its colonies 
Colony: Massachusetts	Role: Colonial assembly	Role: Governor
 Map of Massachusetts Bay Colony.	What did the colonial assembly do? Made some laws in the colony (some laws were created by the British Parliament) 	What did the governor do? Led the colony and worked under the king 

Image sources: Map of Great Britain by Vardion via Wikimedia Commons, public domain. Map of the Massachusetts Bay Colony, 1780 by John Hinton via Wikimedia Commons, public domain. Icons representing a group by mikicon, a king by Larea, a person at a podium by Adrien Coquet, all via thenounproject.com, CC BY 3.0.

LESSON 3

Boston Rebels (Part 1)

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did British rule affect the people of Massachusetts in the 1760s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Build conceptual understanding of key vocabulary words (<i>tax</i> , <i>protest</i>).	Apply knowledge of new vocabulary words by using <i>tax</i> and <i>protest</i> in a sentence about Massachusetts colonists.

LESSON OVERVIEW

In this lesson, students build an understanding of why some colonists were unhappy with British laws and how they reacted. They begin by discussing a given scenario and participating in the Build the Word Wall routine. Finally, students work in pairs to analyze an informational text about Britain’s laws taxing the colonies and the ways colonists in Massachusetts protested them.

LESSON STANDARDS

PS 6, 3.T6.2, RI.3.2
See full text of standards in the Cluster Overview.

MATERIALS

☐ [Lesson 3 Slide Deck](#)
☐ [Protesting Taxes Reading](#)

VOCABULARY

protest
tax

LESSON AT A GLANCE

Component	Time
Activate Student Engagement and Build the Word Wall	15
Investigating Sources: Investigate an Informational Text	15

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Protesting Taxes Reading \(Expanded Word Bank\)](#): Supports reading comprehension with additional key words and definitions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Ensure students have access to an aide or language-proficient peer to support translation of the vocabulary words, sharing of examples, and use of word family variations. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language.
- [Look Fors](#): Responses that explain the text should use the words *tax* and *protest* in a sentence using the provided sentence frames. Students may choose not to share with the whole class but should be able to share orally with a peer or the teacher.

English Proficiency Levels 3-4:

- Access to an aide or language-proficient peer may be helpful to support translation of the vocabulary words and sharing of examples. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language.
- [Look Fors](#): Responses that explain the text should use the words *tax* and *protest* in a sentence using the provided sentence frames as a starting point. Students should be able to share orally with a peer or the class.

English Proficiency Levels 5-6:

- Encourage students to use the scaffolded informational text to support their expanding vocabulary comprehension and use.
- [Look Fors](#): Responses that explain the text should use the words *tax* and *protest* in a more complex sentence. Students should be able to engage independently in this task.



ADVANCE PREPARATION

Vocabulary words *tax* and *protest* are high-leverage words for the unit. Determine if students would benefit from completing the [Unit 4 Word Map](#) for these vocabulary words. This work can be done during an ELA block or other class time before this lesson.

Pre-assign partners for the reading activity.

Lesson 3: Boston Rebels (Part 1)

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Activate Student Engagement and Build the Word Wall (15 minutes)

Slides 2–3: Provide students with a framework for today's lesson by discussing the following scenario:

Imagine that our town is building a new skate park for kids. In order to get enough money to pay for it, our town's government made a new law that all people under the age of 18 must pay one dollar every time they use the internet for streaming, gaming, or TV. The town believes that because the skate park is for kids, it is fair that kids help pay for it.

Then ask:

- *Do you think this law is fair?*
- *If this were a real law, what would you do?*

Prompt students to turn to an elbow partner to discuss the scenario and questions. Then ask for a few pairs to share with the whole group. As students share their responses, guide students toward the idea that one reason this law is unfair is that the people who are meant to follow it did not have any say in making this law.

Slides 4–5: Give students some background on the Proclamation of 1763. Read the text on the slides aloud for students, pausing for questions or clarification as needed.

Then explain that there are two vocabulary words that are important to understand what happened after the Proclamation of 1763.

Slides 6–7: Introduce the first new vocabulary word students will need to know for this lesson: *tax*.

- Say the word: *tax*
- Use the word in context: *State taxes helped pay for the new public library.*
- Share the student-friendly definition: *money people have to pay to the government*
- Highlight features of the word: *Word family: taxation, base word = tax, suffix = -ation, taxation = the action of taxing*



SUPPORT ALL STUDENTS

Encourage home language connections to these vocabulary words for your multilingual learners. If your students completed Word Maps for these words, invite them to refer to them as they engage in the Build the Word Wall routine.

Lesson 3: Boston Rebels (Part 1)

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Cluster 1: Massachusetts in the 1760s

- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *tax* to the Word Wall.

Slides 8–9: Introduce the second new vocabulary word students will need to know for this lesson: *protest*.

- Say the word: *protest*
- Use the word in context: *Some people will protest a law that they think is unfair.*
- Share the student-friendly definition: *to speak or act against something you think is unfair*
- Highlight features of the word: *Word family: nouns: Protestors came from all over the city. The students organized a protest. Word family: verbs: Community members are protesting a new law. “That’s not fair!” the students protested.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *protest* to the Word Wall.

Then ask students how they think these vocabulary words will connect to the different perspectives they will read about today.

Lesson 3: Boston Rebels (Part 1)

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Investigating Sources: Investigate an Informational Text (15 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 10: Distribute the [Protesting Taxes Reading](#) to students and review the directions for the reading aloud.

OBSERVE THE DOCUMENT'S FEATURES

Slide 11: Ask students: *What text features do you see in the reading?* Possible responses:

- Word bank (including vocabulary words we just learned)
- Bold words
- Image and caption

READ THE DOCUMENT

Slide 12: Read the first three paragraphs of the reading aloud to students, pausing for questions and clarification as needed.

Slide 13: As a quick comprehension check, ask: *What taxes did Massachusetts colonists protest?* Have students discuss and answer with an elbow partner, using the provided sentence frames as needed. Possible responses:

- Massachusetts colonists protested taxes on printed materials.
- Colonists in Massachusetts protested taxes on newspapers and playing cards made by the British government.
- Massachusetts colonists protested the Stamp Act because for many years, Britain did not require taxes.

Close by letting them know that they will continue working with the text in the next class.



SUPPORT ALL STUDENTS

Provide the [Protesting Taxes Reading \(Expanded Word Bank\)](#) to students who would benefit from a version of the reading with an expanded word bank.

Lesson 3: Boston Rebels (Part 1)

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LESSON 4

Boston Rebels (Part 2)

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did British rule affect the people of Massachusetts in the 1760s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze an informational text to learn why colonists protested unfair laws and how some of these events were connected.	Summarize why colonists protested unfair laws using details from an informational text in writing.

LESSON OVERVIEW

In this lesson, students are introduced to the Class Timeline, a reference tool to visualize learning throughout Unit 4. Students then continue to work in pairs to analyze an informational text and respond to questions about the text in a notes organizer. The lesson closes with students summarizing three events and adding them to the Class Timeline.

LESSON STANDARDS

PS 6, 3.T6.2, RI.3.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 4 Slide Deck ☐ Protesting Taxes Notes Organizer ☐ Protesting Taxes Notes Organizer (Teacher Version) ☐ Unit 3.4 Timeline Cards ☐ Class Timeline Teacher Guidance ☐ Lesson 3: Protesting Taxes Reading

LESSON AT A GLANCE

Component	Time
Introduce the Class Timeline	5
Investigating Sources: Investigate an Informational Text and Take Notes	20
Build the Class Timeline	5

Lesson 4: Boston Rebels (Part 2)

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Cluster 1: Massachusetts in the 1760s**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- **Lesson 3: Protesting Taxes Reading (Expanded Word Bank):** Supports reading comprehension with additional key words and definitions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Direct students to use specific words from the informational text word bank to support their writing.
- Look Fors: Writing in the notes organizer should use the provided sentence frames to construct responses with single words or short phrases.

English Proficiency Levels 3-4:

- Encourage students to choose specific words from the informational text word bank to support their writing.
- Look Fors: Writing in the notes organizer should use the provided sentence frames to construct responses to form simple sentences with some reference to the informational text.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- Look Fors: Writing in the notes organizer should include compound sentences and reference the informational text.

**ADVANCE PREPARATION**

Determine where in the classroom you will build the Class Timeline and review the [Class Timeline Teacher Guidance](#) to understand how the timeline will be built throughout the unit.

Have the “1765: The Stamp Act,” “1766: The Stamp Act Canceled,” and “1767: The Townshend Acts” timeline cards ready. Prepare the summary descriptions for “1765: The Stamp Act” and “1766: The Stamp Act Canceled” as a model for students.

Pre-assign partners for the reading and notes organizer activity.

Lesson 4: Boston Rebels (Part 2)

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Introduce the Class Timeline (5 minutes)

Point out the pre-designated Class Timeline area in the classroom. Introduce students to an important tool they will use throughout the unit, [Unit 3.4 Timeline Cards](#).

- Inform students that this is the beginning of something the class will create together throughout Unit 4.
- Remind students how they created a Class Timeline at the end of Unit 2 as a way of showing what they learned.
- Explain that for Unit 4, students will build a Class Timeline while investigating history. At the end of each lesson, they will summarize what happened in history and add the events to the timeline.

Slide 2: Explain that to build the timeline, the class will work together to:

- Identify dates and events.
- Add details about who did what, where, and why it happened.
- Note that these details may vary and need to be planned out ahead of time, as referenced in the [Class Timeline Teacher Guidance](#).



Investigating Sources: Investigate an Informational Text and Take Notes (20 minutes)

READ THE DOCUMENT

Slide 3: Redistribute the **Protesting Taxes Reading** from the previous lesson and ask students to briefly share what they have learned so far about colonists' protests.

Then distribute the [Protesting Taxes Notes Organizer](#).

- Read the directions on the notes organizer aloud.
- Point out that the sentence stems on the notes organizer are there to support students in writing their responses.



SUPPORT ALL STUDENTS

Prior to this lesson, students can preview the concept of timelines using the video [Organizing a Timeline](#) (3:40) from Lincoln Learning Solutions.



SUPPORT ALL STUDENTS

As a reminder, some students may be working with the **Protesting Taxes Reading (Expanded Word Bank)** to support their reading comprehension with additional key words and definitions.

Lesson 4: Boston Rebels (Part 2)

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Cluster 1: Massachusetts in the 1760s

Prompt students to continue reading the text and begin working on their notes organizer with a partner.

CONNECT TO OUR QUESTION

Once students have completed the reading and notes organizer, bring them back together as a whole group to summarize their findings. You can use [Protesting Taxes Notes Organizer \(Teacher Version\)](#) to support this.

Slide 4: Then ask: *How does this source help us answer our Supporting Question:*



How did British rule affect the people of Massachusetts in the 1760s?

Possible responses:

- The source told us that British rule affected people by making laws that added taxes to many items they regularly used.
- British rule involved taxation and British troops living in the colonies.
- The source said that Britain made laws in the colonies that the colonists did not have a say in and did not get to vote on.

Finally, ask: *What evidence from this source was helpful in answering the Supporting Question?*

Possible responses:

- Colonists did not vote for the people in Britain who made the laws that they had to follow.
- The British government created the Stamp Act in 1765, which taxed printed materials.

Build the Class Timeline (5 minutes)

Slides 5–8: Invite students to reflect on what dates and events can be added to the Class Timeline and what details should be included in the event descriptions.

Lesson 4: Boston Rebels (Part 2)

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Cluster 1: Massachusetts in the 1760s

Ask:

- *What timeline event cards can be added to the Class Timeline?* (“1765: The Stamp Act,” “1766: The Stamp Act Canceled,” and “1767: The Townshend Acts”)
- Share your pre-written summary descriptions for “1765: The Stamp Act” and “1766: The Stamp Act Canceled.”

Then ask: *For the final event, “1767: The Townshend Acts,” what details should be included in its description?*

Record the student-determined description and add the information about “1765: The Stamp Act,” “1766: The Stamp Act Canceled,” and “1767: The Townshend Acts” to the timeline cards.

Post the timeline cards in the designated Class Timeline area of the classroom. If time allows, students can add drawings or other additions around the timeline cards using sticky notes or index cards.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) when working to create descriptions of the events for the timeline.

Lesson 4: Boston Rebels (Part 2)

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Protesting Taxes Notes Organizer (Teacher Version)

Directions: Use this notes organizer to record evidence from the Protesting Taxes reading and answer the questions below.

Student responses will vary. Look for specific evidence from the reading in student writing. Possible responses:

1. Who were the Patriots? Why did they think these new laws were unfair?

The Patriots were... American colonists who did not want the British government to be in charge anymore and protested with speeches and marches.

They thought that the new laws were unfair because... they did not get to vote for the people in Parliament who made them. They didn't think it was fair that they had to follow laws made by leaders that they didn't choose.

2. Why did Britain make these new laws?

Britain made these new laws because... they needed money to pay for the soldiers protecting the colonies. They felt it was only fair for colonists to help pay.

3. What two new laws were made, and what did they require?

One law was called... the Stamp Act.

It required... a tax on all paper goods, like newspapers and playing cards.

Another law was called... the Townshend Acts.

It required... a tax on all British goods in the colonies, like tea, glass, and paint.

Class Timeline Teacher Guidance

Preparation: Designate a visible space in the classroom to display a Class Timeline that students can easily access and build upon over the course of this unit. The purpose of the timeline is to create a reference tool using chronological order that supports student understanding and synthesis. How the timeline will be displayed and what materials will be used will depend upon your physical classroom environment and its organizational systems, student learning needs, and teacher preferences. [Unit 3.4 Timeline Cards](#) are available.

Introduce the Timeline: Explain to students that they will build a Class Timeline to show what happens over time using evidence gathered from the sources they investigate. Along with identifying important events and organizing the timeline cards, students will add details that explain the who, what, where, and why of each event.

Optional extensions include adding pictures or illustrations, identifying whose voice/representation is missing from an event, and labeling/summarizing an event from multiple perspectives (e.g., Indigenous/European settlers, Loyalists/Patriots, men/women, etc.). You can decide how information will be displayed both above and below the timeline and what materials will be used (index cards, sticky notes, etc.).

Build the Timeline: Throughout lessons in the Unit, students will be prompted to consider which events can be added to the timeline based on what they learned in a given lesson. You can do this by posting the event list included below or the **Unit 3.4 Timeline Cards** in the classroom. Students can then identify the event or events that need to be added after a given lesson and work with you to create a written description. The card(s) will then be pinned to the timeline.

Year	Event
1765	The Stamp Act
1766	The Stamp Act Canceled
1767	The Townshend Acts
1768	British Troops Arrive in Boston
1770	The Boston Massacre
1773	The Boston Tea Party

1774	The Intolerable Acts
1774	The First Continental Congress
1775	The Battles of Lexington and Concord
1776	The Declaration of Independence
1780	The Massachusetts Constitution

LESSON 5

A Changing Relationship

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did British rule affect the people of Massachusetts in the 1760s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze a source to identify evidence of the connections between British rule and the people of Massachusetts in Paul Revere’s engraving to help answer the Supporting Question.	Describe evidence from Paul Revere’s engraving and text to help answer the Supporting Question orally and in writing.

LESSON OVERVIEW

In this lesson, students explore evidence of the changing relationship between Britain and the American colonies. Students investigate an engraving by Paul Revere and a corresponding informational text. They work in pairs to record evidence in a graphic organizer. Students close the lesson by considering what should be added to the Class Timeline.

LESSON STANDARDS

PS 4, PS 6, PS 6, 3.T6.2, RI.3.2
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 5 Slide Deck ☐ Paul Revere’s Engraving Reading ☐ Paul Revere’s Engraving Notes Organizer ☐ Paul Revere’s Engraving Notes Organizer (Teacher Version) ☐ Paul Revere’s Engraving Teacher Guidance ☐ Unit 3.4 Timeline Cards

LESSON AT A GLANCE

Component	Time
Investigating Sources: Paul Revere’s Engraving	25
Build the Class Timeline	5

Lesson 5: A Changing Relationship

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Cluster 1: Massachusetts in the 1760s**Plan for English Learner Success**

The following scaffolds can support all students in achieving the lesson objectives:

- [Paul Revere's Engraving Notes Organizer \(Sentence Frames\)](#): Supports written responses about an image and text.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the discussion of observations and prompt students to read their responses out loud with their partner for speaking practice. Guide students to complete just one of the sentence frames in the “Connect” section of the notes organizer.
- [Look Fors](#): Oral and written responses should use the structures provided in the notes organizer and include simple elaboration of ideas (e.g., adding a familiar adjective to describe a noun).

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the two discussions. Encourage students to choose one of the sentence frames to answer in the “Connect” section of the notes organizer.
- [Look Fors](#): Oral and written responses should include simple sentences using the structures provided on the notes organizer. Written responses should have some elaboration of ideas (e.g., using new or multiple adjectives) about the engraving or informational text.

English Proficiency Levels 5-6:

- Students will likely benefit from using the scaffolded notes organizer.
- [Look Fors](#): Students should readily participate in the discussion. Writing on the notes organizer should include compound sentences and reference the engraving and informational text.

**ADVANCE PREPARATION**

Have the “1768: British Troops Arrive in Boston” timeline card ready.

Lesson 5: A Changing Relationship

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Investigating Sources: Paul Revere's Engraving (25 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 2: Remind students of the cluster's Supporting Question and briefly ask students to turn and talk to an elbow partner about what they have learned so far about the colonial Massachusetts government and how colonists protested British rule.

Slide 3: Then share the focus of today's lesson. Students will use a visual source to learn about one colonist's perspective on British rule and the arrival of British troops in Boston.

Slide 4: Introduce engravings to students.

- Explain to students that one type of artwork that was popular at this time was engraving.
- Describe how engravings are done by carving into a hard material (wood, metal, etc.) to create a design or image and then making a print by running ink over the design and pressing it onto paper.



LEARN MORE

Paul Revere was born in Boston in 1735 and learned silversmithing in his father's shop, which he inherited at the age of 19. In 1756, he briefly enlisted in the provincial army and fought the French in Upstate New York during the French and Indian War. You can learn more about his life from the Paul Revere Memorial Association's resource, [Paul Revere Biography](#).

In addition to working with gold and silver, Revere became a copperplate engraver, producing illustrations for books, magazines, and broadsides. Learn more about printmaking from the Museum of Modern Art's video, [Pressure + Ink: Introduction to Printmaking](#) (1:48) and the National Park Service's article, [Picturing a Revolution: Printmaking in the American Colonies](#).

OBSERVE THE DOCUMENT'S FEATURES

Slides 5–6: Distribute [Paul Revere's Engraving Reading](#) and the [Paul Revere's Engraving Notes Organizer](#) to students. Spark student curiosity and initiate the Investigating Sources routine by guiding students to look at the engraving on the second page of the reading and on Slide 6. If you would like students to engage with a larger version of the engraving, you can use the [image from Wikimedia](#).

Lesson 5: A Changing Relationship

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Then guide students to the “Observe” section of the notes organizer.

Ask: *What objects do you see in the engraving?* Possible responses:

- Weapons
- Boats/ships
- Buildings/homes
- People
- Flags

Then ask: *What else do you see in the engraving?* Possible responses:

- Docks
- Soldiers walking/marching off boats into the town
- A ribbon or banner decorating the top with the title
- A lot of writing at the bottom
- A note in the bottom left corner

Then ask: *What is the title of the engraving?* (*A View of Part of the Town of Boston in New-England and British Ships of War Landing Their Troops! 1768*)

Finally, ask: *Who created the engraving?* (Paul Revere)

READ THE DOCUMENT

Slide 7: Inform students that they will continue the next step of the Investigating Sources routine and work in pairs to read the text and complete the “Read” section of the notes organizer.

Point out that as they read, they will be looking for information that answers three questions:

- *Why was the engraving created?*
- *What was going on during this time period?*
- *Whose perspective is represented in the engraving? Whose perspective is not represented?*

Prompt students to begin reading the text and working together to answer the questions in the notes organizer.



SUPPORT ALL STUDENTS

The [Observe Language and Literacy Builder \(3-5\)](#) can be used to support students' close looking and formation of observation statements.

Students who would benefit from support writing responses in their notes organizer can use [Paul Revere's Engraving Notes Organizer \(Sentence Frames\)](#) and the [Summarize Language and Literacy Builder \(3-5\)](#).

Lesson 5: A Changing Relationship

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Cluster 1: Massachusetts in the 1760s

Move around the room as students work, supporting their pacing and comprehension as needed. Refer to [Paul Revere's Engraving Notes Organizer \(Teacher Version\)](#) and [Paul Revere's Engraving Teacher Guidance](#) to support this.

Close by briefly reviewing students' responses to questions in the "Read" section to ensure comprehension of the material and guiding them to add to their answers, as needed.

CONNECT TO OUR QUESTION

Slide 8: Bring students back together to summarize what they learned from the sources.

Ask: What did you learn that can help us answer our Supporting Question: How did British rule affect the people of Massachusetts in the 1760s?

Students can discuss their ideas with an elbow partner or in a whole-group setting, but be sure to give students time to record their responses to the question in the "Connect" section of the notes organizer. Again, you can refer to the Teacher Version to support this.

Close by asking students if they consider Paul Revere's engraving to be an example of protest, a vocabulary word they learned in the previous lesson. Possible responses:

- Yes, because his engraving shows his beliefs that he didn't agree with the arrival of soldiers.
- Yes, he showed how chaotic and what a bad idea it was to have British soldiers in Boston. He made it seem like it was going to be a war by calling them "ships of war."
- No, because he didn't clearly write out or explain his beliefs in writing for people to understand his perspective.

Build the Class Timeline (5 minutes)

Slides 9–10: Invite students to reflect on what date and event can be added to the Class Timeline and what details should be included in the event description.

**SUPPORT ALL STUDENTS**

Students who would benefit from support linking the lesson's material to the Supporting Question can use the [Connect Language and Literacy Builder \(3-5\)](#).

Lesson 5: A Changing Relationship

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Cluster 1: Massachusetts in the 1760s

Ask:

- *What timeline event card can be added to the Class Timeline? ("1768: British Troops Arrive in Boston")*
- *What details should be included in its description?*

Record the student-determined description and add the information about "1768: British Troops Arrive in Boston" to the timeline card.

Post the timeline card in the designated Class Timeline area of the classroom. If time allows, students can add drawings or other additions around the timeline card using sticky notes or index cards.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [*Summarize Language and Literacy Builder \(3-5\)*](#) when working to create a description of the event for the timeline.

Lesson 5: A Changing Relationship

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Paul Revere's Engraving Notes Organizer (Teacher Version)

Directions: Use the questions below to guide you through the Investigating Sources routine with Paul Revere's Engraving Reading.

Student responses will vary. Look for specific visual evidence and text evidence in their writing. Possible responses:

Observe the engraving.

1. What objects do you see? Check as many as you see:

- X Weapons
- X Boats/ships
- X Buildings/homes
- X People
- X Flags

2. What else do you see in the engraving?

- I see docks.
- There are soldiers walking/marching off boats into the town.
- I observe a ribbon or banner decorating the top with the title.
- There is a lot of writing at the bottom.
- I see a note in the bottom left corner.

3. What is the title of the engraving?

The title is: *A View of Part of the Town of Boston in New-England and British Ships of War: Landing Their Troops! 1768.*

4. Who created the engraving?

Paul Revere created the engraving.

Read about the engraving.

5. Why was the engraving created?

- It was created to share his thinking that British soldiers in Boston would be dangerous for the people who lived there.
- It was made to document an important event.
- The engraving was created to share his opinion that bringing British soldiers to Boston was a bad idea.

- The engraving was made to express that colonists were better off without the British government getting involved.

6. What was going on during this time period?

- King George III had made a new law about where colonists could live and what land they had access to.
- Colonists were angry about Britain making new laws.
- The Stamp Act and Townshend Acts had been created, which taxed colonists on common items.

7. Whose perspective is represented in the engraving? Whose perspective is *not* represented?

- Paul Revere's perspective is represented. The British government's perspective is not represented.
- The perspective of some Patriot colonists is represented. The perspective of all colonists is not represented.

Connect to the Supporting Question.

8. What did you learn that can help us answer our Supporting Question: How did British rule affect the people of Massachusetts in the 1760s?

This engraving shows...

- that after protesters in Boston got violent, the king sent British soldiers there to keep things calm.
- how the king sent soldiers to act like police officers and control the colony and colonists.
- that when colonists showed they were protesting, the king tried to regain power and control by sending soldiers to the colony.

Paul Revere's Engraving Teacher Guidance

Artist: Paul Revere

Paul Revere (1735–1818) was a silversmith and engraver in Boston. He was a member of the Sons of Liberty, a group of leaders who disagreed with unfair laws. This engraving is not meant to be an accurate account of what happened in the fall of 1768. Revere made it to show British occupation and persuade others to see Britain's treatment of the colonies as unfair.

Artwork: *A View of Part of the Town of Boston in New-England and British Ships of War: Landing Their Troops! 1768*

The engraving shows Boston Harbor full of British ships (clue: flags). Soldiers are landing and getting off the ships on Long Wharf (labeled A). The soldiers are wearing red uniforms, hats, and are carrying what look like rifles. They seem to be walking in a line along the wharf and headed toward town. The wharves are labeled with letters and the ships are labeled with numbers. The names of the wharves and ships that correspond to the numbers and letters are located in the bottom left and right corners. There is also writing along the bottom that describes what is happening in the image.

For more information, including a transcription of the text, read American Antiquarian Society's description in their collection, [The News Media and the Making of America, 1730–1865](#).

LESSON 6

Putting It Together

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did British rule affect the people of Massachusetts in the 1760s?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize new learning about Massachusetts in the 1760s by using evidence to develop a claim about the past.	Engage in a collaborative discussion about Massachusetts in the 1760s using evidence from the cluster.

LESSON OVERVIEW

In this Putting It Together lesson, students reflect on learning from previous lessons in collaboration with their peers. Students reflect on the cluster’s Supporting Question and engage in synthesizing the evidence gathered from the cluster using the Discussion Diamond strategy. Then the teacher brings students back together as a whole group to discuss ideas and work together on developing the Unit 4, Cluster 1 Inquiry Chart.

LESSON STANDARDS

PS 4, PS 6, PS 6, 3.T6.2, RI.3.1, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 6 Slide Deck ☐ Cluster 1 Discussion Diamond ☐ Cluster 1 Inquiry Chart (Teacher Version) ☐ Cluster 1 Inquiry Chart ☐ Lesson 1: Unit 4 Know and Wonder Chart ☐ Lesson 2: Government in Massachusetts Graphic Organizer ☐ Lesson 4: Protesting Taxes Notes Organizer ☐ Lesson 5: Paul Revere’s Engraving Notes Organizer

LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports the connection of what sources say to learnings and inquiry questions.
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of a source's main ideas and details.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Choose a couple of sentence frames from the Connect LLB for students to use in their responses.
- [Look Fors](#): Oral responses should use the structures provided in the Connect LLB and include simple elaboration of ideas. Images or single words can be used during the writing portion of the Discussion Diamond activity.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Guide students to use the far left columns of both LLBs during the discussion and writing portions.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLBs. Written responses should have some elaboration of ideas (e.g., adjectives or clauses) about the cluster's Supporting Question.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLBs during the discussion and written portions.
- [Look Fors](#): Students should readily participate in the discussion and writing portions. Responses should include compound sentences and more complex grammatical structures when addressing the cluster's Supporting Question.



ADVANCE PREPARATION

Prepare copies of [Cluster 1 Discussion Diamond](#) for groups of 4 students or create the template on chart paper for student groups to work with.

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

Lesson 6: Putting It Together

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Review Learning Documentation (5 minutes)

Slide 2: Review individual student documentation created throughout the cluster. Have students gather and review the following resources they created in this cluster:

- **Government in Massachusetts Graphic Organizer**
- **Protesting Taxes Notes Organizer**
- **Paul Revere's Engraving Notes Organizer**

Slide 3: Review the additional reference tools created throughout the cluster. Ask students to help identify these items in the classroom: *What did we create together as a class?*

- Class Timeline
- Unit 4, Cluster 1 Inquiry Chart
- Word Wall

Explain that students will use each of these to reflect back on what they did and learned throughout Cluster 1.



TEACHING TIP

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.



Putting It Together (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 1 Supporting Question and “put together” what they have learned so far about Massachusetts in the 1760s.

Slides 4–5: Present the **Unit 4, Cluster 1 Inquiry Chart** that the class created in Lesson 2, and remind students of the Cluster 1 Supporting Question:



How did British rule affect the people of Massachusetts in the 1760s?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

Lesson 6: Putting It Together

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SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Then ask: *What did we learn that helps us answer our Supporting Question?*

Give students time to discuss in a Think-Pair-Share format. Guide them to support their assertions with specific evidence and examples. Ask probing questions to help students reach key takeaways of the cluster. Possible responses:

- Britain and the colonies were ruled by a king.
- The king made laws that colonists had to follow. Some colonists were upset by this.
- King George III sent soldiers to Massachusetts to enforce the new laws.
- Colonists had to pay taxes to help pay for the soldiers. Items they bought, like paper, paint, and glass, were all made more expensive with taxes.
- Some colonists, called Patriots, organized protests to show that they didn't approve of the British having power over them.

When student groups share with the whole class, record their responses in the "What did we learn?" column of the Inquiry Chart.

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 2 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 4 Know and Wonder Chart** from Lesson 1.

Ask: *Have any of these questions been answered? Have any new questions come up?*

Give students a few minutes to share their thinking and ideas with the whole group.



TEACHING TIP

You know your students best, so for any chart work throughout the unit, feel free to decide if it will be filled out by you transcribing students' responses or students writing on sticky notes to put on the chart.

Lesson 6: Putting It Together

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STAMP THE KEY LEARNING

Slide 6: Distribute the [Cluster 1 Discussion Diamond](#) or prepared chart paper versions and inform students that they will be working in groups of 4 to answer a question. Remind students of the steps of the Discussion Diamond protocol:

- Write their responses on a corner of the page.
- Share their ideas aloud with their group.
- Summarize the group's ideas in the center of the page.

Engage students in the Discussion Diamond protocol by posing the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?*

- Prompt students to silently think about what source(s) would be helpful in answering this question and write their responses on their corner of the page (3 minutes).
- Then, prompt students to share their ideas with their group and add to their sections as needed (4 minutes).
- Finally, prompt students to have one member of the group write a summary of the group's ideas (3 minutes).

Slide 7: Guide students back to the whole-group setting. Invite students to share any big takeaways from their small-group discussions with the larger group. Possible responses:

- Prices of items purchased by colonists got more expensive because of new taxes.
- British rule caused some colonists to join together in protest and become Patriots.
- Boston's population changed because 10,000 British soldiers were sent to the city and stayed there, and some colonists were angry about it.

Then ask students to consider which individuals or groups were represented in the sources they used and which were not. Possible responses:

- Paul Revere's perspective was represented in the Paul Revere's Engraving source, but not the perspective of the British soldiers.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) and [Connect Language and Literacy Builder \(3-5\)](#) as they work on their responses during this activity.

**SUPPORT ALL STUDENTS**

Setting a visual timer can support students to expect the transitions as they work through the Discussion Diamond routine.

Lesson 6: Putting It Together

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Cluster 1: Massachusetts in the 1760s

- Both the British government and the Patriots' different perspectives were represented in the Protesting Taxes source.

Close by collecting each group's Discussion Diamond work and any other student reference materials that are out.

Lesson 6: Putting It Together

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LESSON 7

Formative Assessment

EQ How was Massachusetts important to the American Revolution?

SQ How did British rule affect the people of Massachusetts in the 1760s?

LEARNING OBJECTIVE

Explain how British rule affected the people of Massachusetts.

LANGUAGE OBJECTIVE

Write an explanation of how British rule affected the people of Massachusetts using evidence from cluster sources.

LESSON OVERVIEW

Students use information from the cluster to write an informative paragraph that answers the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?* Students are given an informative writing checklist and planning organizer to support their work. They begin by using the Think-Pair-Share routine to discuss and record their ideas during their planning time. Then, they individually write their paragraphs. The lesson closes with an optional extension in which students pair up with a partner to read their pieces aloud and provide feedback to each other.

LESSON STANDARDS

PS 4, PS 6, 3.T6.2, W.3.2, W.3.4

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 7 Slide Deck](#)
- ☐ [Cluster 1 Formative Assessment Task](#)
- ☐ [Cluster 1 Formative Assessment Task \(Teacher Version\)](#)
- ☐ [Cluster 1 Formative Assessment Task Writing Checklist](#)
- ☐ Lesson 2: Government in Massachusetts Reading and Graphic Organizer
- ☐ Lesson 3: Protesting Taxes Reading
- ☐ Lesson 4: Protesting Taxes Notes Organizer
- ☐ Lesson 5: Paul Revere's Engraving Reading and Notes Organizer

Lesson 7: Formative Assessment

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LESSON AT A GLANCE

Component	Time
Introduce and Plan the Task	10
Formative Assessment	20
Optional Extension: Partner Sharing and Feedback	10

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Cluster 1 Formative Assessment Task \(Sentence Starters\)](#): Supports the construction of a claim statement and explanation of evidence.
- [Claim-Evidence Language and Literacy Builder](#): Supports explanation of how evidence supports a given claim.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Guide students to only complete Part 1 of the assessment.
- [Look Fors](#): Writing on the assessment should include single words or short phrases added to the sentence stems that describe a claim and evidence. Some key words from the word bank should be included.

English Proficiency Levels 3-4:

- Encourage students to use the LLB in addition to the provided sentence starters to support their written responses.
- [Look Fors](#): Writing on the assessment should use the provided sentence frames and include phrases and simple sentences that describe a claim and three pieces of evidence. Multiple key words from the word bank should be included.

English Proficiency Levels 5-6:

- Students can choose to use the provided sentence starters and/or use the LLB for expanded options for sentence construction.
- [Look Fors](#): Writing on the assessment should include compound sentences that describe a claim and three pieces of clearly connected evidence. Several key words from the word bank should be included.

Lesson 7: Formative Assessment

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Cluster 1: Massachusetts in the 1760s**ADVANCE PREPARATION**

Ensure that the Unit 4, Cluster 1 Inquiry Chart and necessary student reading materials from previous lessons listed above are accessible for student reference and discussion.

Introduce and Plan the Task (10 minutes)

Slide 2: Inform students that for this cluster's Formative Assessment, they will write an explanatory paragraph that answers the Supporting Question:



How did British rule affect the people of Massachusetts in the 1760s?

Slides 3–4: Share the steps and timing to complete the task.

Then review the components of a paragraph. Remind students that a paragraph has a:

- Topic sentence
- Body with detail sentences
- Concluding sentence

Slide 5: Distribute the [Cluster 1 Formative Assessment Task Writing Checklist](#) to students.

- Explain that the writing checklist is to support them as they complete this writing task.
- Encourage students to check off the items as they complete them to help keep themselves organized.

Prompt students to take out the three listed readings and notes organizers that will help them cite evidence:

- **Government in Massachusetts Reading and Graphic Organizer**
- **Protesting Taxes Reading and Notes Organizer**
- **Paul Revere's Engraving Reading and Notes Organizer**

Lesson 7: Formative Assessment

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Cluster 1: Massachusetts in the 1760s

Remind students of the additional reference tools around the classroom to support their ideas:

- Class Timeline
- Word Wall
- Unit 4, Cluster 1 Inquiry Chart



Formative Assessment (20 minutes)

The Formative Assessment for Cluster 1 is [*Cluster 1 Formative Assessment Task*](#).

Slide 6: Distribute the [*Cluster 1 Formative Assessment Task*](#) handout and read the directions aloud.

- Explain to students that an explanatory paragraph makes a claim and supports the claim with evidence. Point out that Part 1 of the task has an outline that shows an area for their claim and their three pieces of evidence.
- Give students a few minutes of thinking time to begin jotting down ideas and key words/phrases.
- Then pair students in planning partnerships to take turns discussing their ideas and then talking through suggestions and additional brainstorming. During this step, students should continue jotting down ideas on their planning organizers.

Slide 7: Prompt students to begin writing in Part 2 of their handouts, using the information they recorded in Part 1 to guide them.

- Encourage students to continue to refer to their resources, as needed.
- Be sure to move around the room to support students as needed. You can refer to the [*Cluster 1 Formative Assessment Task \(Teacher Version\)*](#) to support this.

Close by collecting students' Formative Assessment Task handouts and any remaining student materials.



SUPPORT ALL STUDENTS

Students who would benefit from further scaffolding during this writing task can use the [*Cluster 1 Formative Assessment Task \(Sentence Starters\)*](#) handout.

In addition, encourage students to refer to their [*Claim-Evidence Language and Literacy Builder*](#) to support their construction of claim and evidence statements.

Lesson 7: Formative Assessment

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Optional Extension: Partner Sharing and Feedback *(10 minutes)*

Slides 8–9: Once students have completed their writing, bring the group back together and review the structure for sharing time.

Explain that students will work in pairs and take turns reading their writing to their partner.

- As students listen to their partner's work, they consider the following question to give their partner feedback: *Which piece of evidence best explains how British rule affected people in Massachusetts?*
- Pair students in read-aloud partnerships and invite students to share their completed paragraphs, leaving time to give each other feedback using the guiding question above.

Lesson 7: Formative Assessment

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Cluster 1 Formative Assessment Task (Teacher Version)

Part 1

Directions: Think about what you have learned about British control of the colonies and colonists. Write down ideas and evidence to plan a written response to the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?*

Word Bank			
colonists	Britain	law	soldiers
land	tax	king	government
protest			

Student responses will vary. Look for a claim statement and specific supporting evidence in student writing.
Possible responses:

Topic sentence that makes a claim:

British rule affected the people of Massachusetts by controlling the way that they lived.

Supporting evidence #1:

The British king made a new law that colonists could not move west onto Indigenous land.

Supporting evidence #2:

The British king sent soldiers to Boston to enforce new laws.

Supporting evidence #3:

The British government created new taxes like the Stamp Act and the Townshend Acts.

Concluding sentence that summarizes the claim:

The British government changed the way colonists in Massachusetts lived by making new laws and sending soldiers to enforce them. This made colonists angry.

Part 2

Directions: Use the ideas and evidence from your planning to write a paragraph response to the Supporting Question: *How did British rule affect the people of Massachusetts in the 1760s?*

Student responses will vary. Look for a claim statement and specific supporting evidence in student writing.

Possible response:

British rule affected the people of Massachusetts by controlling the way they lived. One example of control is that the British king made a new law that colonists could not move west onto Indigenous land. Then, the British king sent soldiers to Boston to enforce other new laws. Also, the British government created new taxes, like the Stamp Act and Townshend Acts. The British government affected colonists in Massachusetts by making many new laws and sending soldiers to enforce them. This made colonists so angry that they protested against British rule.

Conflict in Massachusetts

How did the people of Massachusetts respond to conflict with Britain?

CONTENTS
Lesson 8 Cluster 2 Launch
Lesson 9 Revolutionary VIPs (Part 1)
Lesson 10 Revolutionary VIPs (Part 2)
Lesson 11 Another Protest in Boston
Lesson 12 Britain Responds to the Tea Party
Lesson 13 The Colonies Unite
Lesson 14 Lexington and Concord
Lesson 15 Putting It Together
Lesson 16 Formative Assessment

Overview

The second cluster opens with an exploration of how the conflict between Britain and Massachusetts became more serious with the Boston Massacre. Students then conduct a short research project on one very important person (VIP) of Revolutionary history using articles and videos. Lastly, students examine secondary sources of artwork, video clips, and informative texts to expand their understanding of the Supporting Question: *How did the people of Massachusetts respond to conflict with Britain?*

Learning Objectives

By the end of this cluster, students should be able to...

- Summarize historical events in Massachusetts 1770–1775 based on information gathered from multiple sources.
- Explain the cause-and-effect nature of the historical events and how they led to a war between Britain and the American colonies.
- Identify individuals and/or groups whose voices are represented and not represented in texts and videos.
- Interpret social studies explanations by analyzing sources and/or causes/effects (WIDA ELD-SS.2-3.Explain.Interpretive).

Vocabulary

TIER 2	TIER 3
conflict	congress

militia
minutemen

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 4: With prompting and support, use knowledge of relevant topics or events to identify individuals and/or groups whose voices are represented and not represented in a given source or sources.	8-13, 15-16
PS 6: Identify evidence from a source that is relevant to an inquiry question.	9-11, 13-16
PS 6: Provide reasons to support a claim.	8-10, 15-16

Content Standards

STANDARD	LESSON(S)
3.T6.2: Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.	8-16
3.T6.2a: the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams	8-10, 15-16
3.T6.2b: the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples	11, 15-16
3.T6.2c: the Intolerable Acts (1774), laws passed by the British Parliament as a result of the Boston Tea Party, designed to punish colonists	12, 15-16
3.T6.2d: the First Continental Congress (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts	13, 15-16

3.T6.2e: the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown, Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem	14-16
3.T6.2g: the roles of colonial women in keeping households and farms, providing education for children, and, during the Revolution, boycotting English goods	9-10, 15-16

Literacy Standards

STANDARD	LESSON(S)
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	11
RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.	12-14, 16
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	8, 11, 15
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	9-10
W.3.7: Conduct short research projects that build knowledge about a topic.	9

Unit 4, Cluster 2 Inquiry Chart (Teacher Version)

Unit EQ	How was Massachusetts important to the American Revolution?
Cluster SQ	How did the people of Massachusetts respond to conflict with Britain?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 8: We analyzed an engraving to learn about the Boston Massacre and colonists' responses to it.	There was fighting between Patriots and British soldiers in Boston, and five colonists were killed. This event became known as the Boston Massacre.
Lesson 9: We used an article and a video to learn about a Revolutionary VIP (Crispus Attucks, Phillis Wheatley, or Mercy Otis Warren) and created a poster about them.	Three different kinds of VIP leaders (Attucks, Wheatley, and Warren) showed different ways to act and have their beliefs heard during the Revolution.
Lesson 10: We participated in a Gallery Walk to learn about the two other Revolutionary VIPs from the previous lesson.	We learned about why the voices and experiences of Crispus Attucks, Phillis Wheatley, and Mercy Otis Warren in the conflict with Britain are important to know about.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 11: We explored a lithograph and read an informational text to learn about the Boston Tea Party.	Some Patriots decided to protest the British tax on tea by sneaking onto ships and dumping the tea into Boston Harbor. This became known as the Boston Tea Party.
Lesson 12: We watched a video and read an informative text about how the British government responded to the Boston Tea Party by creating the Coercive Acts (known by the Patriots as the Intolerable Acts).	Colonists refused to accept the new British laws and rules. Many colonists decided to work together to fight back against the British.
Lesson 13: We explored cause and effect relationships and connected them to the event of the First Continental Congress.	Leaders at the First Continental Congress met in 1774 to try and solve their problems with Britain.
Lesson 14: We watched a video and read an informative text about the Battles of Lexington and Concord.	Conflict increased with the British and Patriot militias, and minutemen were ready to fight. The two sides fought in the Battles of Lexington and Concord. The Revolutionary War had officially started.

LESSON 8

Cluster 2 Launch

EQ How was Massachusetts important to the American Revolution?

SQ How did the people of Massachusetts respond to conflict with Britain?

LEARNING OBJECTIVE

Use background knowledge to make connections and generate questions about responses to the conflict with Britain in Massachusetts.

LANGUAGE OBJECTIVE

Engage in collaborative questioning with peers using *who*, *what*, *where*, *when*, *why*, and *how* to ask questions about responses to the conflict with Britain in Massachusetts.

LESSON OVERVIEW

This lesson launches the cluster and introduces the Cluster 2 Supporting Question: *How did the people of Massachusetts respond to conflict with Britain?* Students activate their thinking about conflict with a Think-Pair-Share activity, then participate in the Build the Word Wall routine for the word *conflict*. Students then learn about the significance of the Boston Massacre by analyzing another engraving by Paul Revere to identify the significance of the Boston Massacre and the actions of the Patriot colonists and British soldiers during the event. Finally, students participate in the Launching the Question routine and discuss additional questions that may need to be answered in the unit.

LESSON STANDARDS

PS 4, PS 6, 3.T6.2, 3.T6.2a, SL.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 8 Slide Deck](#)
- ☐ [Cluster 2 Inquiry Chart](#)
- ☐ [Unit 3.4 Timeline Cards](#)

VOCABULARY

conflict

LESSON AT A GLANCE

Component	Time
Spark Student Engagement and Build the Word Wall	10
Launching the Question	15
Build the Class Timeline	5

Lesson 8: Cluster 2 Launch

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Observe Language and Literacy Builder \(3-5\)](#): Supports close-looking strategies and formation of statements with sentence frames.
- [Question Language and Literacy Builder \(3-5\)](#): Supports the formation of connected or additional questions during the Launching the Question routine.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for both discussions. Provide a couple of question starters from the Question LLB for students to use when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussions. Encourage students to choose relevant question starters from the Question LLB when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question starters with some elaboration of ideas (e.g., using new or multiple adjectives, emerging use of clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions. Students may choose to use the Question LLB when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 8: Cluster 2 Launch

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**ADVANCE PREPARATION**

Have the Unit 4 Know and Wonder Chart from Lesson 1 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 2 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry-erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and "What did we learn?" responses? Remember, each chart should reflect the voice and language of your students. See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster's chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?

Have the "1770: The Boston Massacre" timeline card ready.

Conflict is a high-leverage word for the unit. Determine if students would benefit from completing the [Unit 4 Word Map](#) for this vocabulary word. This work can be done during an ELA block or other class time before this lesson.

Spark Student Engagement and Build the Word Wall *(10 minutes)*

Slide 2: Present the following scenario for students to consider:

- A group of third graders are planning to play frisbee, but several fourth graders are already using the field.
- The third graders ask the older kids to make space but are ignored. To make them pay attention, the third graders throw wood chips at the fourth graders.
- The fourth graders get mad and start pushing the third graders. A fight starts and the recess teacher comes over. Each group says it's the other group's fault.

Lesson 8: Cluster 2 Launch

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Slide 3: Initiate a discussion about conflict using the Think-Pair-Share routine.

Think: Ask students to individually reflect on how each group says it's the other group's fault:

- *What might the recess teacher think?*
- *What do you think?*

Pair: Prompt students to discuss their ideas with an elbow partner.

Share: Invite one or two pairs to share out. As students share their responses, guide students toward the idea that negative choices were made by both groups. There is also a power imbalance between the two groups and differences in the physical escalation that each group made in the situation. This makes it important for the teacher to have all the information when trying to help resolve the issue.

Slides 4–5: Explain that this scenario is connected to an important new vocabulary word for this lesson: *conflict*.

- Say the word: *conflict*
- Use the word in context: *My friend and his brother had a conflict over what to watch on the big screen.*
- Share the student-friendly definition: *a strong disagreement or difference of opinion.*
- Highlight features of the word: *Synonyms of this word are: dispute, struggle, clash, quarrel.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *conflict* to the Word Wall.



SUPPORT ALL STUDENTS

Encourage home language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.

Lesson 8: Cluster 2 Launch

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Launching the Question (15 minutes)

SPARK CURIOSITY

Share that after the new taxes and protests they learned about in Cluster 1, conflicts between colonists and the British continued in Massachusetts. Remind students of the following:

- Colonists did not approve of taxes and were protesting.
- The king sent soldiers to Boston to try and keep things under control.

Slide 6: Explain that all of these feelings came to a head when a fight broke out between Patriot protestors and British soldiers in March 1770. Share some key information about the Boston Massacre with students by reading the text on the slide.

- More and more British soldiers were sent to Boston as protests against taxes continued.
- In March 1770, a fight broke out between Patriot protestors and British soldiers. Patriots yelled and threw coal, ice, and oyster shells.
- In the confusion of the conflict, British soldiers fired their guns, killing five Patriots.

Slide 7: Inform students that this event became known as the Boston Massacre. A *massacre* is when many people are killed. Paul Revere made an engraving of the event (just like he did for the arrival of British troops in 1768, which they learned about in Cluster 1). If you would like students to engage with a larger version of the engraving, you can use the [image from the Library of Congress](#).

Slide 8: Ask: *What do you notice about the image?* Possible responses:

- There are British soldiers in red with guns.
- There are colonists / Patriots in blue.
- There is a lot of smoke from the guns.
- Some colonists (Patriots) are on the ground and dead.
- There are lots of buildings around them.



LEARN MORE

You can use the PBS article [The Boston Massacre](#) to learn more about the event.



SUPPORT ALL STUDENTS

Students can use the [Observe Language and Literacy Builder \(3-5\)](#) to help them with their close looking and responses during this activity.

Lesson 8: Cluster 2 Launch

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Cluster 2: Conflict in Massachusetts

- It shows the scene after the shooting, not what led up to it.
- It doesn't include Patriots throwing things.

Then prompt students to look carefully at the engraving. Ask: *Does Revere show one side or both sides as responsible for the fight?* Possible responses:

- He shows the British as responsible because the engraving only shows the aftermath of the shooting, not what led up to it.
- It doesn't include Patriots throwing things or yelling.
- The title calling it a "bloody massacre" leads us to think it was one-sided.

Then ask: *How does the engraving match what you learned about the event?* Possible responses:

- It shows one part of a complicated situation.
- It just shows the end result and not all the pieces and actions leading up to it.
- It leaves out the roles that everyone played.

Inform students that this conflict was the beginning of the fighting between the Patriots and the British soldiers.

Slide 9: Prompt students to generate their own questions about people in Massachusetts experiencing conflict with Britain. Direct students to:

- Ask as many questions as you can.
- Save discussing or answering the questions for another time.

Provide 2–3 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 10: Introduce the Cluster 2 Supporting Question:



How did the people of Massachusetts respond to the conflict with Britain?



LEARN MORE

The [Boston Massacre / Crispus Attucks Monument](#) honors the victims of the Boston Massacre. Standing 25 feet high and 10 feet wide, the monument consists of three main parts: the granite base and obelisk, a bronze female figure representing the Spirit of the Revolution, and a bronze relief plaque depicting the Boston Massacre. At the top of the obelisk are 13 stars and the names of the five people who died. The date of the event is displayed beneath the plaque.



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of new questions for the Inquiry Chart.

Lesson 8: Cluster 2 Launch

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If students need additional support in understanding the question, prompt students to identify the question word, any words they may already know within the Supporting Question, and/or unfamiliar vocabulary.

Slide 11: Prioritize questions: Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 2–3 minutes. Star or mark the top three on the chart paper once a decision has been made.

DEVELOP THE INQUIRY CHART

Slide 12: Introduce the cluster’s Inquiry Chart and point out the “What questions will we ask?” section. Then add the class’s three priority questions to the “What questions will we ask?” section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use images, readings, and videos to explore how people in Massachusetts reacted to rising tensions and conflict with Britain, using the Supporting Question and priority questions they identified as their guide.

You will return to this Inquiry Chart document later in the cluster and throughout the unit, so it is essential that you preserve students' thinking here.

Build the Class Timeline *(5 minutes)*

Slides 13–14: Close the lesson by having students reflect on what date and event can be added to the Class Timeline and



LEARN MORE

To learn more about building students' inquiry through questioning, you can read [Creating a Culture of Questioning: Inquiry in Lower Elementary](#) from Teaching Channel or watch [The QFT for Primary Source Learning](#) (0:00–6:41) from RightQuestion Institute.

Lesson 8: Cluster 2 Launch

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Cluster 2: Conflict in Massachusetts

what details should be included in its description.

Ask:

- *What timeline event card can be added to the class timeline? ("1770: The Boston Massacre")*
- *What details should be included in its description?*

Record the student-determined description and add the information about "1770: The Boston Massacre" to the timeline card.

Post the timeline card in the designated Class Timeline area of the classroom. If time allows, students can add drawings or other additions around the timeline card using sticky notes or index cards.

**SUPPORT ALL STUDENTS**

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) when working to create a description of the events for the timeline.

Lesson 8: Cluster 2 Launch

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LESSON 9

Revolutionary VIPs (Part 1)

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did the people of Massachusetts respond to conflict with Britain?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify information about a Revolutionary leader (Crispus Attucks, Phillis Wheatley, or Mercy Otis Warren) and their influence and motivations.	Summarize information gathered from multiple sources about a Revolutionary leader and their influence and motivations in note form.

LESSON OVERVIEW

In this lesson, students engage in the Investigating Sources routine as they work in small groups at an assigned station to investigate one of three VIPs (very important people) of the American Revolution. After learning about their Revolutionary VIP, students create a poster on chart paper. In Part 2 of the lesson, students will participate in a Gallery Walk to learn about the other VIPs, then meet back as a whole class to summarize learning.

LESSON STANDARDS

PS 4, PS 6, PS 6, 3.T6.2, 3.T6.2a, 3.T6.2g, SL.3.2, W.3.7
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 9 Slide Deck
☐ VIP Investigation Station Directions
☐ VIP Poster Template
☐ Crispus Attucks Video
☐ Crispus Attucks Article
☐ Phillis Wheatley Video
☐ Phillis Wheatley Article
☐ Mercy Otis Warren Video
☐ Mercy Otis Warren Article

LESSON AT A GLANCE

Component	Time
Investigating Sources: VIP Investigation Stations	30

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [VIP Poster \(Evidence Prompts\)](#): Supports identifying and recording evidence from sources.
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identifying the main idea and key details of sources in order to record evidence.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Use the VIP poster boxes as a guided template: Students can focus on one piece of information per box. Provide sentence frames for each box to help students orally generate ideas before writing. Allow students to work with a language-proficient peer or aide to read sources and identify evidence for each box.
- [Look Fors](#): Completion of at least one box of the poster with drawings, single words, or simple phrases.

English Proficiency Levels 3-4:

- Encourage students to use multiple prompts per VIP poster box and begin combining ideas into short sentences. Provide a bilingual or English word bank with key academic terms (e.g., *leader, conflict, impact, belief, action*) to support writing. Model how to locate evidence from more than one source and place it into the appropriate VIP box.
- [Look Fors](#): Summaries across at least two boxes of the poster with connected ideas and emerging use of academic vocabulary. Writing should show a developing ability to explain why the VIP acted and why they are significant.

English Proficiency Levels 5-6:

- Students should be able to use the scaffolded materials and complete their poster independently.
- [Look Fors](#): Complete posters with clear organization, expanded sentences, and appropriate academic vocabulary. Writing should demonstrate the ability to connect actions, beliefs, and impact.

Lesson 9: Revolutionary VIPs (Part 1)

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**ADVANCE PREPARATION**

Preview the three videos and articles listed above to familiarize yourself with the material and anticipate possible student questions about each VIP. You will also want to determine if the Crispus Attucks video is appropriate for your particular students, given that it describes that he was killed during the Boston Massacre.

Determine if you will pre-assign groups to certain VIPs or if you will have students choose the VIP they want to learn about.

Prepare Investigation Stations with the following materials:

- Markers and a piece of chart paper that is divided into a top section for a title, a bottom section for citing sources, and a four-square structure in the middle, using the [VIP Poster Template](#) as reference. Alternatively, you can have students use Google Slides, Canva, or another platform to create their posters digitally.
- Copies of the [VIP Investigation Station Directions](#) and digital devices for viewing videos.



Investigating Sources: VIP Investigation Stations (30 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 2: Introduce the term and task.

- Inform students that VIP stands for “very important person.”
- These VIPs were people in Massachusetts who took different actions in response to conflict with Britain.
- Explain that today, students will work in small groups to research one VIP and create a poster about them.

Slide 3: Preview the VIP poster structure with students.

Alternatively, you can display the four-square structure on chart paper with additional top and bottom sections for a title and source citations.

Point out the different sections in order to explain how students will document information about the person they investigate:

- **Box 1:** Who was this person? (background information)
- **Box 2:** What did this person do about the conflict with Britain?

Lesson 9: Revolutionary VIPs (Part 1)

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- **Box 3:** Why did this person do these things? (For example, what did they believe that motivated the action? What job/skills/experience did the person have to be able to take this action?)
- **Box 4:** Why is it important to know about this person?

**LEARN MORE**

Due to poorly kept records about people who were enslaved in the colonies, little is known for sure about the life of Crispus Attucks. His exact date of birth is not known, but it is believed that he was born into slavery in Framingham, Massachusetts, in 1723. His father was an enslaved African, and his mother was Wampanoag or Natick and also believed to be enslaved. Some resources to learn more include the blog post [Documenting the Life of Crispus Attucks](#) from the Crispus Attucks Museum, the video [Crispus Attucks and the Boston Massacre](#) (6:08) from HISTORY, and the article [Crispus Attucks](#) from the National Park Service.

Slides 4–6: Introduce the Revolutionary VIPs by displaying the portraits and names of Crispus Attucks, Phillis Wheatley, and Mercy Otis Warren.

Slide 7: Distribute the [VIP Investigation Station Directions](#) and read the directions aloud. Explain how students will work to gather information from two sources about their VIP: a short article and a video.

**TEACHING TIP**

If time allows, you can organize this VIP study into multiple days and have students focus on one VIP each day.

**SUPPORT ALL STUDENTS**

If the articles from Britannica Kids are not accessible for your students, consider having them just use the video as their source; you can also turn on captions and autotranslation as needed.

OBSERVE THE DOCUMENT'S FEATURES

Students will observe the sources by considering the titles, images, etc.

Lesson 9: Revolutionary VIPs (Part 1)

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READ THE DOCUMENT

Then students will read the article and watch the video about their VIP. In this step, they will:

- Discuss information from the sources as a group.
- Decide what should be included in each section of their group's poster to help answer the questions for Boxes 1–3.

CONNECT TO OUR QUESTION

Finally, students will review their poster and think about what they've learned. They will then write an explanation for why it is important to know about this person.

Slide 8: Organize students into groups depending on your choice to pre-assign groups or let students choose.

- Then enter names of the students in each group under the corresponding VIP on the slide to help students know who they will be working with.
- Explain that all the materials they need are ready for them at their stations.

Slide 9: Introduce the talk moves that students should try to use as they are working to discuss sources and decide what to include on their posters:

- How do you feel about including ____?
- In the video/article it said that ____.
- I would like to offer a different idea...

Prompt students to begin working with their group.

- Coach groups as needed by reminding students of the tasks that need to be done, using the [VIP Investigation Station Directions](#) as a reference.
- Keep track of time and signal students to move on to the next box if they are getting stuck or spending more time than is needed on a certain section.



BUILD LITERACY

To build literacy and comprehension for all students, consider first reading this text to students while thinking aloud about integrating the vocabulary terms and using information from the text features (captions, images, etc.) to make sense of the reading. Then, have students do a second read of the text to complete their lesson task.



SUPPORT ALL STUDENTS

When assigning students to groups, consider students' needs to decide if a group would do better with 3 or 4 students working together for this activity.

Lesson 9: Revolutionary VIPs (Part 1)

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Slide 10: With about 5 minutes left in the class, ask students to momentarily pause their activity and facilitate a quick check-in.

- Are Boxes 1–3 now complete?
- If they have not yet started Box 4, it is now time to do so with the information they have.

Remind students to also record the sources used and write a title for their poster.

Close the lesson by letting students know that they will share today's learning with one another in the next lesson. Direct students on where and how to return their chart paper and other materials.



SUPPORT ALL STUDENTS

Students who would benefit from more structure in this research task can use [VIP Poster \(Evidence Prompts\)](#) to help guide them. You can also encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) to help them identify the important evidence from the sources that can help them answer the questions on the poster.

Lesson 9: Revolutionary VIPs (Part 1)

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VIP Poster Template

Title:	
WHO was this person? (background information) 1	WHY is it important to know about this person? 4
WHAT did this person do about the conflict with Britain? 2	WHY did this person do these things? 3

Sources:

LESSON 10

Revolutionary VIPs (Part 2)

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did the people of Massachusetts respond to conflict with Britain?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze connections between Revolutionary leaders Crispus Attucks, Phillis Wheatley, and Mercy Otis Warren and their importance.	Describe connections between Revolutionary leaders using specific details orally and in note form.

LESSON OVERVIEW

In this lesson, students engage in a collaborative exploration of Revolutionary VIPs (very important people) through a Gallery Walk activity. Students rotate through stations and use sticky notes to record questions, connections, and why these VIPs are important. The lesson concludes with a whole-group discussion in which students summarize their learning, discuss VIP background details and responses to conflict, and explore connections to other leaders in the context of unit and cluster questions.

LESSON STANDARDS

PS 4, PS 6, PS 6, 3.T6.2, 3.T6.2a, 3.T6.2g, SL.3.2
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 10 Slide Deck](#)

☐

[Gallery Walk Directions](#)

☐

Lesson 9: VIP posters

LESSON AT A GLANCE

Component	Time
Introduce the Task	5
Gallery Walk	15
Group Discussion	10

Lesson 10: Revolutionary VIPs (Part 2)

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Gallery Walk Discussion Prompts \(Sentence Frames\)](#): Supports student writing during the Gallery Walk and responses during the group discussion.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the Gallery Walk and discussion. Guide students to choose one category from the prompts handout to focus on for the Gallery Walk and discussion.
- Look Fors: Written and oral responses should use the structures provided in the handout and may use language directly from the posters.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Gallery Walk and discussion. Encourage students to choose sentence frames from the prompts handout to focus on in their writing and oral responses.
- Look Fors: Written and oral responses should include simple sentences using the structures provided on the prompts handout. Written responses should have some elaboration of ideas (e.g., adjectives or clauses) about the VIPs.

English Proficiency Levels 5-6:

- Students can choose frames from the prompts handout to support their thinking and responses to the VIP posters and in the discussion.
- Look Fors: Students should readily participate in the Gallery Walk and discussion. Written and oral responses should include a greater level of detail and connection between VIPs.



ADVANCE PREPARATION

Prepare the Gallery Walk stations for each VIP with the following materials:

- a copy of the [Gallery Walk Directions](#) for student reference
- posters from each group that investigated the VIP
- sticky notes (if available, consider using different colors for each station)

Lesson 10: Revolutionary VIPs (Part 2)

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Introduce the Task (5 minutes)



TEACHING TIP

A Gallery Walk is a way for students to explore multiple pieces of content or images placed around the room. It can be used to have students share small-group work with peers, explore various sources, or respond to questions/quotations. To learn more about this strategy, watch the video [Teacher Toolkit: Gallery Walk \(Elementary\)](#) (1:59) from ESC Region 13.

Slide 2: Introduce students to the Gallery Walk format and explain that they will read about the two other VIPs that they did not learn about yet.

Slide 3: Read the Gallery Walk directions aloud for students.

- Read the VIP poster(s).
- Use sticky notes to write down questions, connections, and/or why this VIP's voice and experiences are important.
- Post these sticky notes on or around the poster(s).
- When prompted by the teacher, rotate to the next poster(s) or gather for the group discussion.

Underscore for students that they do not need to answer all of the prompts on their sticky notes.

Slide 4: Then explain the Gallery Walk rotation format to students. Each student will visit the poster(s) for the two VIPs they did not yet learn about.

- Students who made a Crispus Attucks poster will visit the Phillis Wheatley posters in Round 1 and the Mercy Otis Warren posters in Round 2.
- Students who made a Phillis Wheatley poster will visit the Mercy Otis Warren posters in Round 1 and the Crispus Attucks posters in Round 2.
- Students who made a Mercy Otis Warren poster will visit the Crispus Attucks posters in Round 1 and the Phillis Wheatley posters in Round 2.



SUPPORT ALL STUDENTS

The sticky note activity gives students the ability to choose the kind of response that is the right fit for them. You can provide the [Gallery Walk Discussion Prompts \(Sentence Frames\)](#) handout to students who would like options for how to structure their sticky note writing.

Additional possibilities to scaffold this activity include having students draw pictures and providing three or four word choices for students to point to or circle.

Lesson 10: Revolutionary VIPs (Part 2)

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Gallery Walk (15 minutes)

Invite students to move to their Round 1 poster station. Keep the rotation directions visible for students and remind them that guidance for sticky note writing is posted at each station.

Prompt students to begin reading the posters at their station and writing on their sticky notes when ready.

After about 7 minutes, prompt students to rotate to their Round 2 poster station and repeat the reading and writing process.

With about 10 minutes left in class, bring students back together as a whole group.

Group Discussion (10 minutes)

Slide 5: Pose the following questions to students and ask them to discuss them with an elbow partner:

- Why are these VIPs' voices important to learn about?
- How can our learnings about Revolutionary VIPs help us answer our Supporting Question: *How did the people of Massachusetts respond to conflict with Britain?*

Give partners a few minutes to discuss and then ask for volunteers to share their thinking with the whole group. Be sure to encourage students to cite evidence and reasons in their responses, as needed.



SUPPORT ALL STUDENTS

Students can continue to reference the [Gallery Walk Discussion Prompts \(Sentence Frames\)](#) during this discussion and/or use their [Connect Language and Literacy Builder \(3-5\)](#) to help them form their responses.

LESSON 11

Another Protest in Boston

EQ	How was Massachusetts important to the American Revolution?
SQ	How did the people of Massachusetts respond to conflict with Britain?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze a text and a lithograph to identify evidence that helps answer the Supporting Question.	Engage in collaborative discussions and note-taking about the Supporting Question using evidence from a text and a lithograph.

LESSON OVERVIEW

In this lesson, students begin by exploring Nathaniel Currier’s lithograph, *The Destruction of Tea at Boston Harbor*. Although the artwork was created a long time ago, it is identified as a secondary source because it was created well after the Revolutionary period. It was based on facts, but its purpose was more about capturing the feeling of the Revolution than being an accurate representation of the event. The lesson deepens understanding through a reading and note-taking activity in which students collaborate to analyze an informational text and record key evidence that can help them answer the cluster’s Supporting Question. The lesson closes with students summarizing the event and adding it to the Class Timeline. A 10-minute extension activity to highlight Thomas Hutchinson’s role in the history of Massachusetts is also included in this lesson.

LESSON STANDARDS

PS 4, PS 6, 3.T6.2, 3.T6.2b, RI.3.2, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 11 Slide Deck
☐ A Boston Tea Party Reading
☐ A Boston Tea Party Notes Organizer
☐ A Boston Tea Party Notes Organizer (Teacher Version)
☐ Unit 3.4 Timeline Cards

LESSON AT A GLANCE

Component	Time
Investigating Sources: Observe and Discuss an Image and Text	25
Build the Class Timeline	5
Optional Extension: Governor Thomas Hutchinson	10

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [A Boston Tea Party Reading \(Expanded Word Bank\)](#): Supports comprehension of the text through additional vocabulary terms and definitions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Ensure students have access to an aide or a language-proficient peer to support the translation of the word bank words. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language.
- Look Fors: Responses that explain the text should use some of the key word bank words. Students may choose to not share with the whole class but should be able to share orally with a peer or the teacher.

English Proficiency Levels 3-4:

- Access to an aide or a language-proficient peer may be helpful to support the translation of the word bank words and to support sharing responses. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language.
- Look Fors: Responses should include simple sentences using a few words from the word bank and some elaboration of ideas (e.g., adjectives or clauses).

English Proficiency Levels 5-6:

- Encourage students to use the scaffolded informational text to support their expanding vocabulary comprehension and use.
- Look Fors: Responses that explain the text should use several words from the word bank in more complex sentences. Students should be able to engage independently in this task.

Lesson 11: Another Protest in Boston

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**ADVANCE PREPARATION**

Have the “1773: The Boston Tea Party” timeline card ready.



Investigating Sources: Observe and Discuss an Image and Text (25 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 2: Begin by sparking students’ curiosity with the lithograph. Ask: *What do you think is happening in this image?*

Invite a few students to share ideas or suggestions about what they see happening in the picture.

OBSERVE THE DOCUMENT’S FEATURES

Slide 3: Ask students to look closely at the image and share their observations. Some sample questions you can ask include:

- *What type of source is this?* (image, visual source)
- *What is the title?* (*The Destruction of Tea at Boston Harbor*)
- *What do you see?* (ships, water, a building, people cheering, waving, waving hats in the air, Indigenous people on a ship holding boxes)

Then ask:

- *What do you think is being depicted?*
- *What questions do you have about the image?*

Slide 4: Read the information on the slide aloud to students to share some key information about the source to help build students' knowledge.

- **Artist:** Nathaniel Currier, born in 1813 in Roxbury, Massachusetts
- **Type of work:** Lithograph colored by hand

**CULTURAL COMPETENCE**

As described later in the lesson, the Boston Tea Party involved colonists dressing up as Indigenous people. For information about cultural appropriation during that time and its connections to today, read GBH’s article, [Boston Tea Party Looks Back on the "Indians" Who Stormed the Boats 250 Years Ago](#). The article [Why Did Colonists Dress as "Mohawks" at the Boston Tea Party?](#) from Colonial Williamsburg also provides an in-depth account of the event.

Lesson 11: Another Protest in Boston

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- **Date:** Created in 1846 to represent an event from Revolutionary America in 1773

Prompt students to consider: *How do these dates compare to where we are on our Class Timeline?* Possible responses:

- Currier's date of birth is 40 years after the event.
- The lithograph's creation date is more than 70 years after the time period they are investigating.

Take a moment to revisit the Class Timeline and/or Word Wall to review the conflict, taxes, and the different ways colonists protested these laws.

READ THE DOCUMENT

Slide 5: Distribute [A Boston Tea Party Reading](#) and [A Boston Tea Party Notes Organizer](#) and read the directions aloud.

Organize students into pairs to read and discuss the text. They will then record their responses to the two "Read" questions on the notes organizer using evidence from the text.

Prompt students to begin reading and answering the first two questions on their notes organizers.

Slide 6: Then revisit the lithograph with students. Ask: *What do you see or understand differently now that you have more information?* Possible responses:

- This is a recreation of the scene because the event happened at night, and the image is during the day.
- The people I thought were Indigenous were actually colonists dressed up as Indigenous people to hide their identities while they were breaking the law.

Then ask: *Why did colonists dress up as Indigenous people when they went on the ships?* Possible responses:

- to disguise themselves
- to avoid getting in trouble
- to use stereotypes of Indigenous people as rebellious and threatening as part of their protest



SUPPORT ALL STUDENTS

Students who would benefit from additional vocabulary support can use [A Boston Tea Party Reading](#) ([Expanded Word Bank](#)).



LEARN MORE

The Linda Hall Library has an article, [Nathaniel Currier](#), that provides biographical information about the artist along with additional examples of his work. You can learn more about the lithography process through the Metropolitan Museum of Art's web page [Materials and Techniques: Lithograph](#), with descriptions and videos.

Lesson 11: Another Protest in Boston

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Cluster 2: Conflict in Massachusetts

How does this show disrespect for Indigenous people?

Possible responses:

- It makes them seem like people who do bad or illegal things.
- It frames them for something they did not do.
- It treats their clothing and culture as a costume.

Address any comprehension questions students have about the event before moving to the next step.

CONNECT TO OUR QUESTION**LEARN MORE**

It is important to be critical of sources and question if there may be secondary source bias present. Much like the story of the “first Thanksgiving,” the Boston Tea Party has built a sense of mythology around it. To learn more nuanced information about this event, refer to HISTORY’s article, [7 Surprising Facts About the Boston Tea Party](#).

Slide 7: Initiate a discussion using the Think-Pair-Share format about Currier’s image.

Ask: Do you think that this image is an important example of how the people of Massachusetts responded to conflict with Britain? Why or why not? Use evidence in your response.

Possible responses:

- No, because it was only a small group of Patriots who were part of the destruction of the tea. It wasn’t an event that included lots of people in Massachusetts.
- Yes, because it was an example of how a group called the Patriots protested British laws they felt were unfair.

Then ask: How do these sources help us understand our Supporting Question, How did the people of Massachusetts respond to conflict with Britain? Possible responses:

- Some colonists called Patriots boarded a ship and destroyed tea as a protest.
- The Patriots were very angry and acted to show their anger with the government and their laws.

**SUPPORT ALL STUDENTS**

Students who would benefit from sentence frames to form their responses can refer to their [Claim-Evidence Language and Literacy Builder](#).

Lesson 11: Another Protest in Boston

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Build the Class Timeline (5 minutes)

Slides 8–9: Close the lesson by having students reflect on what date and event can be added to the Class Timeline and what details should be included in its description.

Ask:

- *What timeline event card can be added to the class timeline? ("1773: The Boston Tea Party")*
- *What details should be included in its description?*

Record the student-determined description and add the information about "1773: The Boston Tea Party" to the timeline card.

Post the timeline card in the designated Class Timeline area of the classroom. If time allows, students can add drawings or other additions around the timeline card using sticky notes or index cards.

Optional Extension: Governor Thomas Hutchinson (10 minutes)

Slides 10–11: Pose a pre-viewing prompt for students: *If you were the governor of Massachusetts at this time, would you support Britain or the Patriots?*

Slide 12: Play the video "Thomas Hutchinson: Governor of a Rebellious Colony" (2:52) from American Battlefield Trust.

Slide 13: After viewing the video, prompt students to share what they think about Massachusetts governor Thomas Hutchinson and why. Ask students:

- *What did Governor Hutchinson do? And how did it work out?*
- *Did the video change your thinking or make you consider something new?*

Slide 14: Then highlight new information about the governor by reading the slide text aloud.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) when working to create a description of the events for the timeline.



LEARN MORE

You can learn more from American Battlefield Trust about Bostonian and British Loyalist [Thomas Hutchinson](#) and his contributions to Massachusetts history.

Lesson 11: Another Protest in Boston

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Cluster 2: Conflict in Massachusetts

Thomas Hutchinson:

- was a Loyalist (someone loyal to Britain) who believed it was better for the colonies to remain part of Britain.
- enforced British laws, even when he didn't agree with them.
- was seen by the Patriots as too harsh, while the British government thought he was not harsh enough.

Lesson 11: Another Protest in Boston

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A Boston Tea Party Notes Organizer (Teacher Version)

Directions: Use the questions below to guide you through the rest of the Investigating Sources routine with A Boston Tea Party Reading.

Student responses will vary. Look for citation of evidence from the text in their writing. Possible responses:

Read the text. Then use evidence from the text to help answer the questions below.

1. How did the Patriots respond to the British government creating a new tax law on tea?

- They protested by throwing British tea that was taxed into Boston Harbor.
- Patriots snuck onto ships in the middle of the night to destroy the taxed tea.
- They dumped British tea into the harbor and celebrated destroying the British items.

2. Why did the Patriots dress up as Indigenous people?

- They were breaking the law and wanted to disguise themselves.
- Colonists had used this disrespectful role-playing of Indigenous people before.
- The Patriots didn't want to get in trouble so they pretended they were Indigenous people, not colonists.
- They used stereotypes of Indigenous people as rebellious and threatening as part of their protest.

Connect: Make a claim based on what you have learned.

3. Do you think that this image is an important example of how the people of Massachusetts responded to conflict with Britain? Why or why not? Use evidence in your response.

- No, because it was only a small group of Patriots that were part of the destruction of tea. It wasn't an event that included lots of people in Massachusetts.
- Yes, because it was an example of how a group called the Patriots protested British laws they felt were unfair.

LESSON 12

Britain Responds to the Tea Party

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did the people of Massachusetts respond to conflict with Britain?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Compare and categorize actions of the Patriots and the British government.	Explain the effects of the Boston Tea Party orally using informational sources.

LESSON OVERVIEW

In this lesson, students explore how the British government responded to the destruction of tea in Boston Harbor. Students make predictions before watching a short video and then compare their predictions to the information presented. The lesson deepens understanding as students analyze an informational text, engage in a sorting activity, and discuss the perspectives of the British government and Patriots. The lesson concludes with students working on the Class Timeline.

LESSON STANDARDS

PS 4, 3.T6.2, 3.T6.2c, RI.3.3
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 12 Slide Deck](#)

☐

[Britain Responds to Boston Reading](#)

☐

[Sorting Activity](#)

☐

[Sorting Activity \(Teacher Version\)](#)

☐

[Unit 3.4 Timeline Cards](#)

☐

[Sorting Activity Cards \(Large Format\) \(optional\)](#)

LESSON AT A GLANCE

Component	Time
Activate Student Knowledge	5
Explore an Informational Text and Sort Information	20
Build the Class Timeline	5

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Britain Responds to Boston Reading \(Expanded Word Bank\)](#): Supports comprehension of the text through additional vocabulary terms and definitions and chunked text.
- [Sorting Activity Cards \(Large Format\)](#): Supports sorting through teacher modeling and guidance.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. If possible, format the sorting activity as a teacher-led activity and focus on just six cards (three British government and three Patriot). Provide oral translations of the cards for students as they are working.
- [Look Fors](#): Responses should include the identification of at least one British government card and one Patriot card.

English Proficiency Levels 3-4:

- Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Access to an aide or language-proficient peer may be helpful to support them as they participate in the sorting activity.
- [Look Fors](#): Responses should include the identification of three British government cards and three Patriot cards.

English Proficiency Levels 5-6:

- Encourage students to use the scaffolded informational text to support their expanding vocabulary comprehension and use.
- [Look Fors](#): Students should be able to independently apply their learning from the reading to the sorting task.

Lesson 12: Britain Responds to the Tea Party

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**ADVANCE PREPARATION**

Consider whether your students would benefit from you modeling and guiding the sorting activity.

- If so, create a T-chart on chart paper with “British Government” on the left side and “American Patriots” on the right side, and have the [Sorting Activity Cards \(Large Format\)](#) ready.
- If not, each student group will need at least one pair of scissors to cut out their cards. Alternatively, you can have the cards pre-cut before the lesson.

Prepare to organize the class into groups of 3 students.

Have the “1774: The Coercive / Intolerable Acts” timeline card ready.

Activate Student Knowledge (5 minutes)

Slide 2: Begin by asking students to make predictions about how they think the British government responded to the destruction of tea in Boston Harbor. Possible responses:

- They were angry and punished the colonists.
- They made new laws to punish the colonists.
- They made the colonists pay for the destruction.
- They closed down Boston Harbor.
- They sent more British soldiers.
- British soldiers arrested some of the colonists.

Slide 3: Inform students that they will now watch a video of someone acting like King George to explain how the British government responded.

Play the video “The Coercive Acts—King George III Announcement” (1:58) by nadenrowe1. Pause to support comprehension at the following timestamps:

- (0:08): Note the place and date: Buckingham Palace in London, April 22, 1774. Point out that this is four months after the Boston Tea Party
- (0:52): Note the words the king uses (*vandalism*, *traitors*, *lawless*, *disloyal*, *treasonous*) to describe the destruction of tea in Boston as disobedience that goes against the British government.

Lesson 12: Britain Responds to the Tea Party

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Cluster 2: Conflict in Massachusetts

- Emphasize that the king says it will “not go unpunished,” meaning there will be some kind of punishment for the disobedience. Ask students to recall the consequences: The British government has passed laws to bring Massachusetts back to order and to be paid for the damages.

Then ask students to briefly summarize the new laws put into place to ensure comprehension. Possible responses:

- Boston Harbor will be closed until they pay for the damages.
- The governor of Massachusetts will be replaced by the king, and the government of Massachusetts will be under full control of the British government.
- Any British officials accused of crimes will have their trials held in Britain, not America.
- More British soldiers will be sent to the colonies to enforce British laws.

Slide 4: Have students turn to an elbow partner and briefly discuss how their prediction compares to the information they learned from the video.

Explore an Informational Text and Sort Information *(20 minutes)*

**BUILD LITERACY**

To build literacy and comprehension for all students, consider first reading this text to students while thinking aloud about integrating the vocabulary terms and using information from the text features (captions, images, etc.) to make sense of the reading. Then, have students do a second read of the text to complete their lesson task.

Lesson 12: Britain Responds to the Tea Party

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Slides 5–6: Distribute the [Britain Responds to Boston Reading](#) and the [Sorting Activity](#).

- Organize students in triads and prompt students to read the text and complete the sorting activity.
- In the sorting activity, students will work together to decide if each action was taken by American Patriots or the British government. Encourage students to start with the first set of Word Sort Cards and only move on to the Challenge Word Sort Cards if they have extra time. Refer to [Sorting Activity \(Teacher Version\)](#) to support students in this portion of the activity.

Slide 7: Bring the group back together to discuss their learnings. Ask:

- *How did your group decide how to sort the different actions?*
- *Were any actions more difficult to sort?*
- *Did you learn anything that surprised you in the reading?*

Slide 8: Then prompt students to extend their learning. Ask: *Whose voices or perspectives are missing from this discussion so far?* Possible answers:

- Indigenous people
- Enslaved people
- Colonists who were not Patriots

Ask: *What do you think will happen next with the Patriots and the British government?* Possible responses:

- More fighting will occur between the Patriots and the British soldiers.
- More Patriot protests will happen.
- The Revolutionary War might officially start.

Inform students that they will learn more about these groups in future lessons.



SUPPORT ALL STUDENTS

Provide the [Britain Responds to Boston Reading \(Expanded Word Bank\)](#) for students who would benefit from additional vocabulary support.

Students may also benefit from seeing the teacher model the sorting activity on a large chart paper T-chart and the [Sorting Activity Cards \(Large Format\)](#).



TEACHING TIP

If time allows, you can expand this lesson into two days, with the reading in one day and the sorting in another.

Lesson 12: Britain Responds to the Tea Party

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Build the Class Timeline (5 minutes)

Slides 8–9: Have students reflect on what date and event can be added to the Class Timeline and what details should be included in its description.

Ask:

- *What timeline event card can be added to the Class Timeline? (“1774: The Coercive / Intolerable Acts”)*
- *What details should be included in its description?*

Record the student-determined description and add the information about “1774: The Coercive / Intolerable Acts” to the timeline card.

Post the timeline card in the designated Class Timeline area of the classroom. If time allows, students can add drawings or other additions around the timeline card using sticky notes or index cards.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) when working to create a description of the events for the timeline.

Lesson 12: Britain Responds to the Tea Party

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Sorting Activity (Teacher Version)

Directions: Cut out the cards on page 2. Then read the cards with your group and decide if the action was taken by the British government or the American Patriots. Finally, place the cards in the corresponding column below.

British Government	American Patriots
• called the laws the Coercive Acts • were furious about the Boston Tea Party • shut down Boston Harbor • sent a new governor to Boston • decided to make new strict laws • limited the power of the local government • took away power from Massachusetts	• called the laws the Intolerable Acts • were furious about losing freedoms • lost jobs when the harbor closed • sent food to Boston • decided to work together • decided to fight the government • refused to follow new laws

LESSON 13

The Colonies Unite

- EQ** How was Massachusetts important to the American Revolution?
- SQ** How did the people of Massachusetts respond to conflict with Britain?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify cause and effect relationships between British laws and the First Continental Congress by analyzing a secondary source.	Describe the relationships between British laws and the First Continental Congress in writing using cause and effect language (e.g., <i>because</i> , <i>as a result</i> , <i>so</i> , <i>then</i>).

LESSON OVERVIEW

This lesson deepens students’ understanding of the cause and effect relationships during the aftermath of the Intolerable Acts. After reviewing cause and effect relationships and the Class Timeline, students predict and discuss potential outcomes of the British government's actions. The lesson continues with the Build the Word Wall routine to introduce and reinforce vocabulary related to the Continental Congress and then engages students in analyzing an informational text about the Continental Congress to identify cause and effect relationships and contribute to the Class Timeline.

LESSON STANDARDS

PS 4, PS 6, 3.T6.2, 3.T6.2d, RI.3.3
See full text of standards in the Cluster Overview.

MATERIALS

☐ [Lesson 13 Slide Deck](#)

☐ [Continental Congress Reading](#)

☐ [Continental Congress Cause and Effect Graphic Organizer](#)

☐ [Continental Congress Cause and Effect Graphic Organizer \(Teacher Version\)](#)

☐ [Unit 3.4 Timeline Cards](#)

VOCABULARY

congress

LESSON AT A GLANCE

Component	Time
Discuss Cause and Effect	5
Build the Word Wall	5
Read an Informational Text to Identify Cause and Effect	15
Build the Class Timeline	5

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Continental Congress Reading \(Expanded Word Bank\)](#): Supports reading comprehension through an expanded word bank and chunked text.
- [Cause-Effect Language and Literacy Builder \(3-5\)](#): Supports formation of cause and effect statements with sentence frames and examples.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Ensure students have access to an aide or a language-proficient peer to support the translation of the word bank words. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Guide students to use less complex sentence frames from the LLB to support their cause and effect statement writing.
- [Look Fors](#): Written responses should use the provided sentence frames and some words from the word bank.

English Proficiency Levels 3-4:

- Access to an aide or a language-proficient peer may be helpful to support the translation of the word bank words and to support sharing responses. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Encourage students to choose sentence frames from the LLB to support their creation of cause and effect statements.
- [Look Fors](#): Responses should include simple sentences using a few words from the word bank and some elaboration of ideas (e.g., adjectives, clauses).

English Proficiency Levels 5-6:

- Students should use the scaffolded informational text and can refer to the LLB for different ways to organize their cause and effect statements.
- [Look Fors](#): Responses should use several words from the word bank in more complex sentences. Students should be able to engage independently in this task.



ADVANCE PREPARATION

Have the “1774: The First Continental Congress” timeline card ready.

Determine if students would benefit from completing the [Unit 4 Word Map](#) for the new vocabulary word, *congress*. This work can be done during an ELA block or other class time before this lesson.

Lesson 13: The Colonies Unite

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Discuss Cause and Effect (5 minutes)

Slide 2: Begin class with a brief review of cause and effect.

- Explain that the *cause* is the reason why something happened. The *effect* is what happened or the result.
- Point out the two images on the slide. The image on the left represents the cause: It rained really hard. The image on the right represents the effect: The streets were flooded.

Slide 3: Share with students that cause and effect language uses connecting words and phrases like *because*, *so*, *then*, and *as a result*.

Example: *Because* it rained really hard, the streets were flooded.

- It rained really hard ⇒ The streets were flooded ⇒ The cars started to float.
- *Because* it rained really hard, the streets were flooded and *then* cars began to float!

Slide 4: Explain that cause and effect language is especially helpful when describing a chain of events. Share an example of this using events they have learned about:

- The British government put a tax on tea ⇒ Angry colonists destroyed the tea in Boston Harbor. ⇒ The British government punished the colonies.

Then ask: *What do you think will happen next?* Possible responses:

- More fighting will happen between the Patriots and the British.
- More Patriot protests will happen.
- The Revolutionary War might officially start.

Slide 5: Draw students' attention to the Class Timeline and connect it to cause and effect by reviewing the main parts of the Intolerable Acts:

- The British government closed Boston Harbor.



MAKE CONNECTIONS

Books like *If You Give a Mouse a Cookie* by Laura Joffe Numeroff are good for teaching cause and effect and a causal chain of events structure.

Lesson 13: The Colonies Unite

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Cluster 2: Conflict in Massachusetts

- The king assigned a new governor and more British control of the government of Massachusetts.
- The British government sent more soldiers to Massachusetts to make sure the colonists obeyed the laws.

Ask students what other causes and effects and/or chains of events they can find on the timeline. Challenge them to incorporate cause and effect connecting words and phrases in their answers. Possible responses:

- Colonists protested the Stamp Act *and then* Britain canceled it a year later.
- Colonists did not approve of the Townshend Acts and *as a result*, Britain sent soldiers to Boston to stop the protests.
- Patriots dumped tea in Boston Harbor as a protest so Britain closed Boston Harbor as punishment.

Build the Word Wall (5 minutes)

Slides 6–7: Share with students that they will learn about one effect of the British government trying to punish the colonies: Colonists created a congress to fight back. Introduce a new vocabulary word students will need to know for this lesson:

- Say the word: *congress*
- Use the word in context: *They are forming a congress with representatives from each town to discuss the issues.*
- Share the student-friendly definition: *a meeting of people who represent a group or community*
- Highlight features of the word: *There are many different organizations (government, sports, and medicine) that use a congress. Some examples: Government: The new law has to be approved by Congress; Medicine: The Women's Health Congress presented important new research; Sports: They are members of the U.S. Bowling Congress.*

**SUPPORT ALL STUDENTS**

Encourage home language connections to this vocabulary word for your multilingual learners. If your students completed a Word Map for this word, invite them to refer to it as they engage in the Build the Word Wall routine.

Lesson 13: The Colonies Unite

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- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *Congress* to the Word Wall.

Reiterate that when the British government wanted to punish the colonies, the colonies responded by creating a congress. In the next activity, they will read about this congress and how it tried to solve the problems with Britain.

Read an Informational Text to Identify Cause and Effect (15 minutes)



BUILD LITERACY

To build literacy and comprehension for all students, consider first reading this text to students while thinking aloud about integrating the vocabulary terms and using information from the text features (captions, images, etc.) to make sense of the reading. Then, have students do a second read of the text to complete their lesson task.

Slide 8: Distribute the [Continental Congress Cause and Effect Graphic Organizer](#).

- Point out that the chart has causes already listed and that students need to identify the effects.
- These effects will be added to the right side of the chart.
- Work as a whole group to read the first two causes and complete the effects sections on the handout.
- Refer to the [Continental Congress Cause and Effect Graphic Organizer \(Teacher Version\)](#) to support this activity.
- Share that students will complete the last section after doing a reading.



SUPPORT ALL STUDENTS

Provide the [Continental Congress Reading \(Expanded Word Bank\)](#) to students who would benefit from chunked text and additional vocabulary support.

Lesson 13: The Colonies Unite

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Slide 9: Then distribute the [Continental Congress Reading](#). Share that one way colonists reacted to unfair laws was to create a Continental Congress. This reading provides details about why the Continental Congress met and what their goals were.

- Let students know that they will read this text twice, once as a read-aloud with the teacher and once with a partner.
- Guide students to think about cause and effect as they listen to you read aloud and follow along on their copies.
- Read the text aloud to students, pausing for questions or clarification as needed.

Prompt students to work in pairs to:

- Reread and discuss the text together.
- Discuss the last cause listed on their handout and decide on a corresponding effect to record.
- Create a cause and effect statement using connecting words.

Close this portion of the lesson by gathering the whole class back together to summarize and discuss their learning.

- Ask a few students to share their cause and effect statements from the second page of their graphic organizer.
- As students share, be sure to highlight the different cause and effect connecting words that are used.
- Again, you can refer to the Teacher Version to support the discussion.

Build the Class Timeline (5 minutes)

Slides 10–11: Have students reflect on what date and event can be added to the Class Timeline, and what details should be included in its description.



SUPPORT ALL STUDENTS

Remind students that their [Cause-Effect Language and Literacy Builder \(3-5\)](#) can be a helpful tool in forming responses as they work on their graphic organizer.

Ask:

- *What timeline event card can be added to the class timeline? ("1774: First Continental Congress")*
- *What details should be included in its description?*

Record the student-determined description and add the information about "1774: First Continental Congress" to the timeline card.

Post the timeline card in the designated Class Timeline area of the classroom. If time allows, students can add drawings or other additions around the timeline card using sticky notes or index cards.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) when working to create a description of the events for the timeline.

Lesson 13: The Colonies Unite

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Continental Congress Cause and Effect Graphic Organizer (Teacher Version)

Directions: After reading about the Continental Congress, explain three cause and effect relationships between events. For each cause listed, describe its effect, or what happened as a result.

Student responses will vary. Look for specific information from the reading in student writing. Possible responses:

Cause: Why it happened	Effect: What happened
Britain’s government made laws called the Intolerable Acts that upset colonists.	The colonies sent leaders to the First Continental Congress in Philadelphia to work together to solve their problems with Britain, including the Intolerable Acts.
Problems with Britain continued, and there were two battles between colonists and British soldiers.	The leaders had a meeting called the Second Continental Congress. They voted to create an army of their own.
The king refused to make peace with the colonies.	The Congress voted to end their relationship with Britain and become their own country.

Choose one cause and effect from above to connect by writing a complete sentence. Use at least one of the following cause and effect connecting words or phrases in your sentence: *because, as a result, so, then*.

Student responses will vary. Look for the inclusion of cause and effect language in their writing. Possible responses:

- Britain's government made laws called the Intolerable Acts, and **as a result**, colonies held the First Continental Congress to discuss their problems with Britain.
- **Because** there were two battles with British soldiers, the colonies voted to create an army of their own.
- The king refused to make peace with the colonies, **so** the Congress voted to end their relationship with Britain.

LESSON 14

Lexington and Concord

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did the people of Massachusetts respond to conflict with Britain?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Analyze secondary sources to identify connections between the Intolerable Acts and the Battles of Lexington and Concord.	Write a cause and effect statement using connecting words (e.g., <i>because</i> , <i>as a result</i> , <i>so</i> , <i>then</i>) to describe the relationship between the Intolerable Acts and the Battles of Lexington and Concord.

LESSON OVERVIEW

In this lesson, students continue to deepen their understanding of cause and effect relationships, specifically focusing on the Battles of Concord and Lexington. The lesson begins with the Build the Word Wall routine to introduce the vocabulary words *militia* and *minutemen*. Students predict what happens next and use a short video to learn how members of the Massachusetts militia confronted British forces in Lexington. Students analyze an informational text about the Battles of Lexington and Concord to identify cause and effect relationships and contribute to the Class Timeline.

LESSON STANDARDS

PS 6, 3.T6.2, 3.T6.2e, RI.3.3
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 14 Slide Deck](#)

☐

[Lexington and Concord Reading](#)

☐

[Battles Cause and Effect Graphic Organizer](#)

☐

[Battles Cause and Effect Graphic Organizer \(Teacher Version\)](#)

☐

[Unit 3.4 Timeline Cards](#)

VOCABULARY

militia

minutemen

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Spark Student Interest and Curiosity	5
Read an Informational Text and Identify Cause and Effect	15
Build the Class Timeline	5

Lesson 14: Lexington and Concord

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Lexington and Concord Reading \(Expanded Word Bank\)](#): Supports reading comprehension through an expanded word bank and chunked text.
- [Cause-Effect Language and Literacy Builder \(3-5\)](#): Supports formation of cause and effect statements with sentence frames and examples.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Ensure students have access to an aide or a language-proficient peer to support the translation of the word bank words. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Guide students to use less complex sentence frames from the LLB to support their cause and effect statement writing.
- [Look Fors](#): Written responses should use the provided sentence frames and some words from the word bank.

English Proficiency Levels 3-4:

- Access to an aide or a language-proficient peer may be helpful to support the translation of the word bank words and to support sharing responses. Oral translation of the informational text may be helpful if students are not yet reading fluently in their home language. Encourage students to choose sentence frames from the LLB to support their creation of cause and effect statements.
- [Look Fors](#): Responses should include simple sentences using a few words from the word bank and some elaboration of ideas (e.g., adjectives, clauses).

English Proficiency Levels 5-6:

- Students should use the scaffolded informational text and can refer to the LLB for different ways to organize their cause and effect statements.
- [Look Fors](#): Responses should use several words from the word bank in more complex sentences. Students should be able to engage independently in this task.



ADVANCE PREPARATION

Have the “1775: The Battles of Lexington and Concord” timeline card ready.

Determine if students would benefit from completing the [Unit 4 Word Map](#) for the new vocabulary words, *militia* and *minutemen*. This work can be done during an ELA block or other class time before this lesson.

Lesson 14: Lexington and Concord

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Build the Word Wall (5 minutes)

Slide 2: Begin by recapping that in the previous lesson, students learned that the Second Continental Congress decided to create an army and end the colonies' connection to Britain. They wanted to be independent.

Then share that there are two new words they need to know for this lesson related to the army that the Congress decided to create.

Slides 3–4: Introduce the first new vocabulary word students will need to know for this lesson:

- Say the word: *militia*
- Use the word in context: *Men and older boys of Massachusetts joined their town's militia to defend their community.*
- Share the student-friendly definition: *a group of citizens who defend a community*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Highlight features of the word: *The word family includes military: the soldiers or armed forces of a country. Members of a militia act as citizen soldiers and often have some military training. A militia is not part of the military.*

Slides 5–6: Then introduce the second new vocabulary word students will need to know for this lesson:

- Say the word: *minutemen*
- Use the word in context: *Leaders of the militia chose the most reliable members to be minutemen.*
- Share the student-friendly definition: *members of the militia who agreed to be ready at a "minute's notice"*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*



SUPPORT ALL STUDENTS

Encourage home language connections to these vocabulary words for your multilingual learners. If your students completed Word Maps for these words, invite them to refer to them as they engage in the Build the Word Wall routine.

Lesson 14: Lexington and Concord

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Cluster 2: Conflict in Massachusetts

- Highlight features of the word: *The word parts are minute + men = men in a militia who were ready within minutes. Not all men in the militia were minutemen.*

Add *militia* and *minutemen* to the Word Wall. Share with students that they will use these words in today's lesson and throughout the unit.

Spark Student Interest and Curiosity (5 minutes)

Ask students to predict what event or type of event they will learn about next based on these vocabulary terms.

Slide 7: Inform students that they will get a preview of the next event through a quick video clip.

- Play “The Battle of Lexington” video clip (0:00–0:48) from NBC News Learn.
- The video on the slide is cued to stop at the time above.

Slide 8: Then prompt students to discuss the video with an elbow partner. Ask:

- *How does this information compare to your thoughts before viewing?*
- *How does this information connect to your previous learnings?*

Read an Informational Text and Identify Cause and Effect (15 minutes)

Slide 9: Distribute the [*Lexington and Concord Reading*](#) to students.

- Share that students will read about the roles of the militia and minutemen and the official beginning of the Revolutionary War.
- Let students know that they will read this text twice, once as a read-aloud with the teacher and once with a partner.

Lesson 14: Lexington and Concord

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- Prompt students to listen for cause and effect as you read aloud and they follow along on their copies.
- As you read, be sure to pause for questions or clarification as needed.

Slide 10: Then distribute the [Battles Cause and Effect Graphic Organizer](#).

- Point out that much like in the previous lesson, the chart has causes already listed and that students need to use the reading to help them identify the effects.
- These effects will be added to the right side of the chart.

Prompt students to work in pairs to:

- Reread and discuss the text together.
- Discuss each listed cause and decide on a corresponding effect to record.
- Create a cause and effect statement using connecting words.

Close this portion of the lesson by gathering the whole class back together to summarize and discuss their learning.

- Ask a few students to share their cause and effect statements from the second page of their graphic organizer.
- As students share, be sure to highlight the different cause and effect connecting words that are used.
- Refer to the [Battles Cause and Effect Graphic Organizer \(Teacher Version\)](#) to support the discussion.

Build the Class Timeline (5 minutes)

Slides 11–12: Have students reflect on what date and event can be added to the Class Timeline and what details should be included in its description.



SUPPORT ALL STUDENTS

Provide [Lexington and Concord Reading \(Expanded Word Bank\)](#) to students who would benefit from a version of the reading with an expanded word bank and chunked text.



SUPPORT ALL STUDENTS

Remind students that their [Cause-Effect Language and Literacy Builder \(3-5\)](#) can be a helpful tool in forming responses as they work on their graphic organizer.

Lesson 14: Lexington and Concord

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Ask:

- *What timeline event card can be added to the class timeline? ("1775: Battles of Lexington and Concord")*
- *What details should be included in its description?*

Record the student-determined description and add the information about "1775: Battles of Lexington and Concord" to the timeline card.

Post the timeline card in the designated Class Timeline area of the classroom. If time allows, students can add drawings or other additions around the timeline card using sticky notes or index cards.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) when working to create a description of the event for the timeline.

Lesson 14: Lexington and Concord

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Battles Cause and Effect Graphic Organizer (Teacher Version)

Directions: After reading about the Battles of Lexington and Concord, explain three cause and effect relationships between events. For each cause listed, describe its effect, or what happened as a result.

Student responses will vary. Look for specific information from the reading in student writing. Possible responses:

Cause: Why it happened	Effect: What happened
Paul Revere found out about British soldiers' plans and rode through the night to warn people.	Minutemen were ready to fight when British soldiers arrived in Lexington.
British soldiers ordered the minutemen to leave, and a shot was fired.	Fighting broke out between the British and minutemen, and some colonists died. This event was called "the shot heard 'round the world."
Word spread, and more Patriots arrived in Concord to fight the British.	Patriots were able to fight off the British in the battle and force them to leave Concord. The Revolutionary War had officially started.

Choose one cause and effect from above to connect by writing a complete sentence. Use at least one of the following cause and effect connecting words(or phrases in your sentence: *because, as a result, so, then*.

Student responses will vary. Look for the inclusion of cause and effect language in their writing. Possible responses:

- Paul Revere rode through the night to warn the Patriots about the British **so** minutemen were ready to fight when the British arrived in Lexington.
- A shot was fired in Lexington, **and as a result**, fighting broke out between the Patriots and the British.
- **Because** word spread and more Patriots arrived in Concord, the Patriots were able to force the British out of Concord.

LESSON 15

Putting It Together

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did the people of Massachusetts respond to conflict with Britain?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Synthesize new learning about conflict in Massachusetts during Revolutionary times by citing evidence from multiple sources.	Engage in collaborative discussions to develop an evidence-based response to the cluster’s Supporting Question about conflict in Massachusetts during Revolutionary times.

LESSON OVERVIEW

In this Putting It Together lesson, students reflect on learning from the cluster in collaboration with their peers. Students begin by revisiting the Unit 4, Cluster 2 Inquiry Chart and working together to identify learnings that help them answer the Supporting Question. Next, students synthesize evidence gathered from the cluster as they develop a response to the Supporting Question using the Discussion Diamond strategy. Students then come back together as a whole group to discuss their ideas and conclusions.

LESSON STANDARDS

PS 4, PS 6, PS 6, 3.T6.2, 3.T6.2a, 3.T6.2b, 3.T6.2c, 3.T6.2d, 3.T6.2e, 3.T6.2g, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 15 Slide Deck ☐ Cluster 2 Inquiry Chart (Teacher Version) ☐ Cluster 2 Inquiry Chart ☐ Cluster 2 Discussion Diamond ☐ Lesson 1: Unit 4 Know and Wonder Chart ☐ Lessons 9–10: VIP posters ☐ Lesson 11: A Boston Tea Party Reading and Notes Organizer ☐ Lesson 12: Britain Responds to Boston Reading ☐ Lesson 13: Continental Congress Cause and Effect Graphic Organizer ☐ Lesson 14: Battles Cause and Effect Graphic Organizer

LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports the connection of what sources say to learnings and inquiry questions.
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of a source's main ideas and details.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Choose a couple of sentence frames from the Connect LLB for students to use in their responses.
- [Look Fors](#): Oral responses should use the structures provided in the Connect LLB and include simple elaboration of ideas. Images or single words can be used during the writing portion of the Discussion Diamond activity.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Guide students to use the far-left columns of both LLBs during the discussion and writing portions.
- [Look Fors](#): Oral responses should include simple sentences using the structures provided in the LLBs. Written responses should demonstrate some elaboration of ideas (e.g., adjectives, clauses) about the cluster's Supporting Question.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLBs during the discussion and written portions.
- [Look Fors](#): Students should readily participate in the discussion and writing portions. Responses should include more complex grammatical structures (e.g., linking words or phrases, combined clauses) when addressing the cluster's Supporting Question.

Lesson 15: Putting It Together

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**ADVANCE PREPARATION**

Prepare copies of [Cluster 2 Discussion Diamond](#) for groups of 4 students or create the template on chart paper for student groups to work with.

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

Review Learning Documentation (5 minutes)

Slide 2: Review individual student documentation created throughout the cluster. Have students gather and review the following resources they used and created in this cluster:

- **VIP posters**
- **A Boston Tea Party Reading and Notes Organizer**
- **Britain Responds to Boston Reading**
- **Continental Congress Cause and Effect Graphic Organizer**
- **Battles Cause and Effect Graphic Organizer**

Slide 3: Review the additional reference tools created throughout the cluster. Ask students to help identify these items in the classroom: *What did we create together as a class?*

- Class Timeline
- Unit 4, Cluster 2 Inquiry Chart
- Word Wall

Explain that students will use each of these to reflect back on what they did and learned throughout Cluster 2.

**TEACHING TIP**

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.



Putting It Together (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 2 Supporting Question and “put together” what they have learned so far about how the people of Massachusetts responded to conflict with Britain.

Lesson 15: Putting It Together

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Cluster 2: Conflict in Massachusetts

Slides 4–5: Present the **Unit 4, Cluster 2 Inquiry Chart** that the class created in Lesson 8, and remind students of the Cluster 2 Supporting Question:



How did the people of Massachusetts respond to conflict with Britain?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Then ask: *What did we learn that helps us answer our Supporting Question?*

Give students time to discuss in a Think-Pair-Share format. Guide them to support their assertions with specific evidence and examples. Ask probing questions to help students reach key takeaways of the cluster. Possible responses:

- The Patriots found different ways to protest British laws. Some boarded British ships and dumped the tea into the sea to protest Britain’s tax on tea. This became known as the Boston Tea Party.
- Colonists formed the First Continental Congress in 1774 after conflict over the Intolerable Acts. They hoped this meeting would help find a solution to their issues with Britain.
- During the Second Continental Congress, colonists decided to create an army to fight the British soldiers in the colonies.
- Massachusetts militias and minutemen fought British soldiers in the Battles of Lexington and Concord. This was the beginning of the Revolutionary War.

When student groups share with the whole class, record their responses in the “What did we learn?” column of the Inquiry Chart.



TEACHING TIP

You know your students best, so for any chart work throughout the unit, feel free to decide if it will be filled out by you transcribing students’ responses or students writing on sticky notes to put on the chart.

Lesson 15: Putting It Together

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RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 8 as part of their Launching the Question routine, as well as questions from the Wonder column of the **Unit 4 Know and Wonder Chart** from Lesson 1.

Ask: Have any of these questions been answered? Have any new questions come up?

Give students a few minutes to share their thinking and ideas with the whole group.

STAMP THE KEY LEARNING

Slide 6: Distribute the [Cluster 2 Discussion Diamond](#) or prepared chart paper versions and inform the students that they will be working in groups of four to answer a question. Remind students of the steps of the Discussion Diamond protocol:

- Write their responses on a corner of the page.
- Share their ideas aloud with their group.
- Summarize the group's ideas in the center of the page.

Engage students in the Discussion Diamond protocol by posing the Supporting Question: *How did the people of Massachusetts respond to conflict with Britain?*

- Prompt students to silently think about what source(s) would be helpful in answering this question and write their responses on their corner of the page (3 minutes).
- Then, prompt students to share their ideas with their group and add to their sections as needed (4 minutes).
- Finally, prompt students to have one member of the group write a summary of the group's ideas (3 minutes).

Slide 7: Guide the students back to the whole-group setting. Invite students to share any big takeaways from their small-group discussions with the larger group. Possible responses:



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) and [Connect Language and Literacy Builder \(3-5\)](#) as they work on their responses during this activity.



SUPPORT ALL STUDENTS

Setting a visual timer can support students to expect the transitions as they are working through the Discussion Diamond routine.

Lesson 15: Putting It Together

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Cluster 2: Conflict in Massachusetts

- Some Patriots decided to protest the British tax on tea by sneaking onto ships and dumping the tea into Boston Harbor. This became known as the Boston Tea Party.
- Massachusetts colonists called Britain's Coercive Acts the Intolerable Acts and refused to accept them. Many colonists decided to work together to fight back against the British.
- Colonist leaders at the First Continental Congress met in 1774 to try and solve their problems with Britain.

Then ask students to consider which individuals or groups were represented in the sources they used and which were not. Possible responses:

- Women were represented in the Phillis Wheatley and Mercy Otis Warren VIP posters.
- African Americans were represented in the Phillis Wheatley and Crispus Attucks VIP posters.
- Both the British government and the Patriot perspectives were included in the Britain Responds to Boston Reading.

Close by collecting each group's Discussion Diamond work and any other student reference materials.

Lesson 15: Putting It Together

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LESSON 16

Formative Assessment

EQ	How was Massachusetts important to the American Revolution?
SQ	How did the people of Massachusetts respond to conflict with Britain?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Demonstrate cause and effect connections between events that happened in Revolutionary Massachusetts using evidence from cluster sources.	Write short sentences describing the cause and effect of an event from the American Revolution to create a tableau vivant.

LESSON OVERVIEW

In this lesson, students close the cluster by participating in a performance-based Formative Assessment. Students collaborate in small groups to tell a short story about an event from Revolutionary Massachusetts through tableau vivant. Using information and evidence from the cluster, student groups use a storyboard planner to create a beginning, middle, and end for their story that incorporates cause and effect and answers the Supporting Question: *How did the people of Massachusetts respond to the conflict with Britain?*

LESSON STANDARDS

PS 4, PS 6, PS 6, 3.T6.2, 3.T6.2a, 3.T6.2b, 3.T6.2c, 3.T6.2d, 3.T6.2e, 3.T6.2g, RI.3.3
See full text of standards in the Cluster Overview.

MATERIALS

☐ [Lesson 16 Slide Deck](#)
☐ [Storyboard Planner](#)
☐ [Storyboard Planner \(Teacher Version\)](#)

LESSON AT A GLANCE

Component	Time
Introduce Tableau Vivant	5
Formative Assessment: Plan and Perform the Tableau Vivant	20
Reflection Discussion	5

Lesson 16: Formative Assessment

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Storyboard Planner \(Additional Guidance\)](#): Supports the completion of each portion of the tableau planning activity.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the group planning. Guide students to utilize drawings or single words on their scaffolded storyboard planner.
- [Look Fors](#): Writing on the planner can include drawings, single words, or short phrases that describe each section. Writing may be copied directly from sources.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the group planning. Encourage students to use bullet points or short phrases on their scaffolded storyboard planner.
- [Look Fors](#): Writing on the planner should include phrases that describe each section with some reference to their connection to one another.

English Proficiency Levels 5-6:

- Students will likely benefit from using the scaffolded storyboard planner.
- [Look Fors](#): Writing on the planner should include compound sentences that describe each section and reference their connection to one another.



ADVANCE PREPARATION

Pacing/timing note: This lesson may take more than one class period. Pace the storyboard creation and scene practice times to meet the needs of your students.

Use tape or other appropriate materials to mark the performance area.

Prepare student groupings and assign one of the following events to each group: the Boston Tea Party, the Coercive / Intolerable Acts, the First Continental Congress, and the Battles of Lexington and Concord.

Introduce Tableau Vivant (5 minutes)

Slides 2–3: Introduce the Formative Assessment Task to students by reading the slide aloud.

Lesson 16: Formative Assessment

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Cluster 2: Conflict in Massachusetts

Explain that *tableau vivant* is a French term that means “living picture.” Students will tell their stories by creating living pictures of important events they learned about.

Slide 4: Before playing the video:

- Inform students that in the example, the students are creating living pictures for fairy tales.
- Today, they will tell a story from a real event that happened in the past, not a fairy tale. They will watch the video to see how to create a living picture.

Play the “Theater Workshop—Fairy Tale Tableau 1” video (1:11) by Dr. Barr. Watch it at least one time, though it may be helpful to watch it all the way and then play it again, pausing to explain things as needed. It may be helpful to note:

- Students in the example created five different “pictures” to tell their story. To create your stories today, you will make three pictures.
- When the teacher called “Action!” students began to move to create the next picture of the story, not act it out.
- Students did not speak or use any noise at all. They carefully moved their bodies into position to create the next picture for their story.
- Sometimes a student played a character from the story in one picture but then became an object like a chair or a door in another picture.

Explain to students that their assessment task will be similar to this, but with two main differences:

- They will recreate a story from history—one of the events that they recently investigated.
- They will perform it in a way that shows the cause and effect of the event.

Slide 5: Inform students that their story will have three main parts:

- a beginning that shows what caused their event to happen
- a middle that shows the event

**TEACHING TIP**

Sensitive topics from the cluster may arise during the tableaus (e.g., physical violence and stereotyping Indigenous people). Be prepared to remind students of your classroom norms and address any issues as they arise.

Lesson 16: Formative Assessment

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- an end that shows the effect, or what happened as a result of their event

Slide 6: Explain the structure and timing of the task.

Students will have:

- 10 minutes of planning time to complete their storyboard and rehearse
- 10 minutes of group performing time

Explain that groups will present in chronological order.

If there are more groups than the number of events assigned, all groups telling the story of the same event will perform one after the other before moving in time to the next event.



Formative Assessment: Plan and Perform the Tableau Vivant (20 minutes)

The Formative Assessment for Cluster 2 is the [*Storyboard Planner*](#).



SUPPORT ALL STUDENTS

Provide the [*Storyboard Planner \(Additional Guidance\)*](#) to students who would benefit from prompts to complete each section of the storyboard. You can also guide students to refer to their [*Summarize Language and Literacy Builder \(3-5\)*](#) to support their retelling of main ideas from a source.

Your students may need more time for one or both of the planning and performance tasks. You are encouraged to structure the time to meet their needs, including taking an additional class period to complete this Formative Assessment.

Slide 7: Distribute the [*Storyboard Planner*](#) to students and organize them into groups by event. Inform students that they will all need to complete their own storyboard organizer as they work together.

Lesson 16: Formative Assessment

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Cluster 2: Conflict in Massachusetts

Read the steps of the tasks on the slide aloud:

- Discuss and agree on what the three parts of the story are: beginning (cause), middle (event), and end (effect).
- Describe the three parts of the story and student roles.
- Draw a quick sketch for each story part.
- Decide and rehearse how to represent each “picture.”

Slide 8: Remind students which group they are in and prompt them to start working on their handouts.

Monitor and guide group progress, coaching groups and individual students as needed by making suggestions or assigning specific tasks. Refer to the [Storyboard Planner \(Teacher Version\)](#) to support this.

Slide 9: After about 10 minutes of planning time, bring students back together for the performances.

- Point out the performance area and review expectations for how to use it.
- Explain that groups will take turns in chronological order to perform their stories. If there are more groups than the number of events assigned, all groups telling the story of the same event will perform one after the other before moving in time to the next event.

Reflection Discussion (5 minutes)

Slide 10: Close the lesson by asking: *What group or groups of people were not represented in these events?* Possible responses:

- Indigenous people of Massachusetts
- enslaved and free African Americans
- colonist women
- people who were loyal to Britain

Explain that in the next cluster, students will deeply explore the experiences and perspectives of people in these groups.

Lesson 16: Formative Assessment

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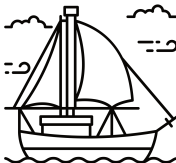
Storyboard Planner (Teacher Version)

Directions: Plan your performance by describing the three parts of the story and student roles. Then draw a quick sketch of your tableau (picture) for each part of the story.

Student responses will vary. Look for the inclusion of specific information from the cluster in their descriptions and student roles. Possible responses:

Title / Event (circle one):

Boston Tea Party, Coercive/Intolerable Acts, First Continental Congress, Battles of Lexington and Concord

Beginning: Cause	Middle: Event	End: Effect
Description: Colonists were angry about the British controlling the tea trade and adding taxes.	Description: Colonists boarded a British ship in the middle of the night.	Description: Colonists threw all the tea into Boston Harbor.
Roles: Angry Patriot waving a sign Angry Patriot stomping their foot British soldier putting out their hand to collect more money	Roles: Miming ship shape Patriots sneaking on the ship	Roles: Miming boxes Patriot throwing boxes Patriot raising arms up/cheering
Drawing: 	Drawing: 	Drawing: 

What group or groups of people were not represented in this event?

A small group of Patriots are represented in this event. All colonists are not represented in this event.

Image sources: Icons representing angry face by Paonkz, ship sailing by Candy Design, crates by Happy Girl, all via thenounproject.com, CC BY 3.0.

Massachusetts During the Revolutionary War

How did different groups of people respond to the Revolutionary War?

CONTENTS
Lesson 17 Cluster 3 Launch
Lesson 18 Declaring Independence
Lesson 19 Difficult Decisions
Lesson 20 Women During the War
Lesson 21 MA Constitution and Elizabeth Freeman
Lesson 22 Putting It Together
Lesson 23 Formative Assessment
Lesson 24 Unit Synthesis

Overview

In the third cluster, students work to answer the Supporting Question: *How did different groups of people respond to the Revolutionary War?* Students first explore the Declaration of Independence and analyze videos and informational articles that describe the difficult decisions of Indigenous people and African Americans when war broke out in America. Students also analyze secondary sources about the experiences of Loyalist and Patriot women during the Revolutionary War. Finally, students analyze an informational text about the purpose and the writing of the Massachusetts and U.S. Constitutions.

- Learning Objectives**
- By the end of this cluster, students should be able to...**
- Explain the purpose and main ideas of the Declaration of Independence.
 - Identify evidence from multiple sources that can help answer an inquiry question.
 - Describe the difficult decisions and experiences of Indigenous peoples, African Americans, and women during the Revolutionary War and draw comparisons among them.
 - Construct social studies arguments that select relevant information to support claims with evidence from one or more sources (WIDA ELD-SS.2-3.Argue.Expressive).

Vocabulary

TIER 2	TIER 3
declaration	constitution independence

Cluster Focus Standards

Practice Standards

STANDARD	LESSON(S)
PS 4: With prompting and support, use knowledge of relevant topics or events to identify individuals and/or groups whose voices are represented and not represented in a given source or sources.	17-24
PS 6: Identify evidence from a source that is relevant to an inquiry question.	17-18, 21-24
PS 6: Provide reasons to support a claim.	24

Content Standards

STANDARD	LESSON(S)
3.T6.2: Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.	17, 19-20, 22-23
3.T6.2a: the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams	24
3.T6.2b: the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples	24
3.T6.2c: the Intolerable Acts (1774), laws passed by the British Parliament as a result of the Boston Tea Party, designed to punish colonists	24
3.T6.2d: the First Continental Congress (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts	24
3.T6.2e: the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown, Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem	17, 19, 22-24

3.T6.2f: the roles of Native Peoples and African Americans in the American Revolution, some serving as Loyalists, some as Patriots	19, 22-24
3.T6.2g: the roles of colonial women in keeping households and farms, providing education for children, and, during the Revolution, boycotting English goods	20, 22-24
3.T6.3: Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.	18, 22-24
3.T6.4: Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.	21-24
3.T6.5: Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.	21-24

Literacy Standards

STANDARD	LESSON(S)
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	18-21
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	17, 19-20, 22, 24
W.3.4: Produce writing in which the development and organization are appropriate to task, purpose, and audience.	23

Unit 4, Cluster 3 Inquiry Chart (Teacher Version)

Unit EQ	How was Massachusetts important to the American Revolution?
Cluster SQ	How did different groups of people respond to the Revolutionary War?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 17: We watched a video about African Americans and Indigenous people during the Revolutionary War and posed questions about how those groups and others responded to the war.	The colonies included African Americans, Indigenous people, and other groups who all had different experiences and responses to the Revolutionary War.
Lesson 18: We explored different versions of the Declaration of Independence and read an informative text about the document.	Though the war was ongoing, Patriot leaders worked together to create an official announcement that they were independent from Britain.

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 19: We watched short video clips; read about one of two important groups during the Revolutionary War, Indigenous people or African Americans; and participated in a jigsaw.	Some Indigenous people joined the war and fought for the British or for the Americans. Both sides promised Indigenous people land protection. Some African Americans also joined the war and fought for the British or for the Americans. Some enslaved people fought because they were promised their freedom in exchange for joining either side.
Lesson 20: We read about one way women were involved in the war and participated in a jigsaw to learn about another way women were involved.	Some women were Loyalists, supporting the British side, and some were Patriots, supporting the American side. Both groups had women who stayed at home and took over male family members' businesses. Both groups had women who traveled with soldiers and served as cooks, nurses, and even soldiers themselves.
Lesson 21: We listened to a read-aloud about Elizabeth Freeman and discussed the Massachusetts Constitution.	Some Patriot leaders worked together to create a constitution for Massachusetts, but it did not include everyone who lived there. Elizabeth Freeman fought to be included in the laws and rights of Massachusetts.

LESSON 17

Cluster 3 Launch

EQ	How was Massachusetts important to the American Revolution?
SQ	How did different groups of people respond to the Revolutionary War?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Make connections and generate questions about how different groups of people responded to the Revolutionary War.	Engage in collaborative questioning with peers using <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to ask questions about how different groups of people responded to the Revolutionary War.

LESSON OVERVIEW

In this lesson, students participate in the Launching the Question routine with the Cluster 3 Supporting Question: *How did different groups of people respond to the Revolutionary War?* Students begin by watching and discussing a video about different groups that fought in the war. They then engage in collaborative questioning about the video and the cluster’s Supporting Question. The lesson concludes with whole-group work on the cluster’s Inquiry Chart.

LESSON STANDARDS

PS 4, PS 6, 3.T6.2, 3.T6.2e, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 17 Slide Deck
☐ Cluster 3 Inquiry Chart

LESSON AT A GLANCE

Component	Time
Launching the Question	30

Lesson 17: Cluster 3 Launch

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Question Language and Literacy Builder \(3-5\)](#): Supports the formation of connected or additional questions during the Launching the Question routine.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for both discussions. Provide a couple of question stems from the LLB for students to use when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should use the structures provided in the Question LLB and include simple elaboration of ideas.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussions. Encourage students to choose relevant question stems from the LLB when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question stems and some elaboration of ideas (e.g., adjectives or clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions. Students may choose to use the LLB when working on the Inquiry Chart.
- [Look Fors](#): Oral responses should elaborate or condense ideas through detailed sentences that use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 17: Cluster 3 Launch

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ADVANCE PREPARATION

Have the Unit 4 Know and Wonder Chart from Lesson 1 easily accessible.

Decide if you will create this cluster's Inquiry Chart on chart paper or digitally using the [Cluster 3 Inquiry Chart](#) and how you'll maintain separate copies for each class period, if relevant.

Also, consider how you will support engagement with the Inquiry Chart:

- How will you facilitate each cluster's chart and ensure it stays in a visible location for students to reference?
- How will you support questioning and/or discussion? Some options include sticky notes, dry-erase boards, digital sharing, or talk protocols. See the Guidebook for a bank of strategies.
- How will you make the Inquiry Chart a collaborative experience to ensure students are co-developing the "What questions will we ask?" and the "What did we learn?" responses? *Remember, each chart should reflect the voice and language of your students.* See the Guidebook for more guidance on facilitating the Inquiry Chart.
- How will you display or store each cluster's chart for easy access at the beginning, middle (if it's a long cluster), and end of every cluster?



Launching the Question (30 minutes)

SPARK CURIOSITY

Begin by briefly recapping where the previous cluster left off: Fighting began between the Patriots and the British in the Battles of Lexington and Concord. The Revolutionary War had officially started.

Slide 2: Then ask: *What groups of people lived in Massachusetts during the time of the Revolutionary War?*

Have students share out popcorn-style and ensure that all possible groups are included and heard by students. Possible responses:

- Indigenous people of Massachusetts
- enslaved Africans
- free Africans
- white colonists

Lesson 17: Cluster 3 Launch

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Slide 3: Explain that each of these groups had a diverse set of experiences and beliefs during this time. Some fought with the Patriots and some fought with the British. Share that students will watch a short video that introduces some of these groups.

Play “The War of Independence: The Minorities Who Fought for Freedom but Weren’t Granted” (2:01) by Untold History.

Ask: *What did you notice or learn from the video?* Possible responses:

- Some Indigenous nations supported the British, and some supported the Patriots.
- Enslaved Africans fought both in place of their enslavers and for their own promised freedom.
- No women in any of the groups were mentioned.

Then ask: *Were there any groups of people not specifically mentioned in the video?* Possible responses:

- Indigenous women
- enslaved African women
- free African women
- white colonist women

Slide 4: Then prompt students to generate their own questions about different groups of people who took action during the Revolutionary War. Direct students to:

- Ask as many questions as you can.
- Save discussing or answering the questions for another time.

Provide 4–5 minutes for students to ask questions. Record them verbatim on chart paper or a dry-erase board.

INTRODUCE THE SUPPORTING QUESTION AND ELICIT INITIAL THINKING

Slide 5: Introduce the Cluster 3 Supporting Question:



How did different groups of people respond to the Revolutionary War?



SUPPORT ALL STUDENTS

Encourage students to use their [Question Language and Literacy Builder \(3-5\)](#) to support the generation of new questions for the Inquiry Chart.

Lesson 17: Cluster 3 Launch

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Slide 6: Prioritize questions: Explain to students that they will now work with a partner to determine which questions might be most useful in helping them learn about and understand the Supporting Question.

Review the directions on the slide for prioritizing questions.

- Which question could help answer the Supporting Question?
- Explain your reason to your partner.
- Switch!

Prompt students to discuss and prioritize questions for 4–5 minutes. Star or mark the top three on the chart paper once a decision has been made.

DEVELOP THE INQUIRY CHART

Slide 7: Introduce the cluster’s Inquiry Chart and point out the “What questions will we ask?” section. Then add the class’s three to four priority questions to the “What questions will we ask?” section of the Inquiry Chart.

PREVIEW THE LEARNING AHEAD

Share with students that in this cluster, they will use images, readings, and videos to explore how different groups of people responded to the war, using the Supporting Question and priority questions they identified as their guide.

You will return to this Inquiry Chart document later in the cluster, so it is essential that you preserve students' thinking here.



LEARN MORE

To learn more about building students’ inquiry through questioning, you can read [Creating a Culture of Questioning: Inquiry in Lower Elementary](#) from Teaching Channel or watch [The QFT for Primary Source Learning](#) (0:00–6:41) from RightQuestion Institute.

Lesson 17: Cluster 3 Launch

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LESSON 18

Declaring Independence

EQ How was Massachusetts important to the American Revolution?

SQ How did different groups of people respond to the Revolutionary War?

LEARNING OBJECTIVE

Determine the historical significance and meaning of the Declaration of Independence by analyzing primary and secondary sources.

LANGUAGE OBJECTIVE

Explain the purpose of the Declaration of Independence and recount key details orally and in written responses developed with peers.

LESSON OVERVIEW

The purpose of the lesson is to investigate how Congress responded to the Revolutionary War with the Declaration of Independence. Students engage with the document itself and an informational text. Students work in pairs or triads to complete a notes organizer that identifies the main ideas of the document. To close, students summarize what they learned about the Declaration of Independence and add it to the Class Timeline.

LESSON STANDARDS

PS 4, PS 6, 3.T6.3, RI.3.2

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 18 Slide Deck](#)
- ☐ [Declaration of Independence \(Handwritten\)](#)
- ☐ [Declaration of Independence \(Printed\)](#)
- ☐ [Declaration Notes Organizer](#)
- ☐ [Declaration of Independence Reading](#)
- ☐ [Declaration Notes Organizer \(Teacher Version\)](#)
- ☐ [Unit 3.4 Timeline Cards](#)

VOCABULARY

declaration
independence

Lesson 18: Declaring Independence

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LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Investigating Sources	20
Build the Class Timeline	5

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Declaration Notes Organizer \(Sentence Frames\)](#): Supports the formation of written responses.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the reading or provide translation of key portions of the informational text. Direct students to use specific words from the informational text word bank to support their writing.
- [Look Fors](#): Writing in the notes organizer should include single words or short phrases that use the provided sentence frames.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the reading or provide a translated version. Encourage students to choose specific words from the informational text word bank to support their writing.
- [Look Fors](#): Writing in the notes organizer should include phrases and simple sentences that use the provided sentence frames with some reference to the informational text.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- [Look Fors](#): Writing in the notes organizer should include compound sentences and reference the informational text.

Lesson 18: Declaring Independence

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ADVANCE PREPARATION

Have the “1776: The Declaration of Independence” timeline card ready.

Independence and *declaration* are high-leverage words for the unit. Determine if students would benefit from completing the [Unit 4 Word Map](#) for these vocabulary words. This work can be done during an ELA block or other class time before this lesson.

Build the Word Wall (5 minutes)

Slide 2: Begin by previewing what today's lesson will address. Explain that the Revolutionary War began because the Patriots did not want to be a part of Britain anymore. But how would they tell Britain this? Today, we will learn about how the colonies officially separated from Britain.

Slides 3–4: Introduce the first new vocabulary word students will need to know for this lesson: *independence*.

- Say the word: *independence*
- Use the word in context: *As you grow older, you will gain more independence to make decisions for yourself.*
- Share the student-friendly definition: *freedom from the control of others*
- Highlight features of the word: *The word parts in this word are: in = not, depend = to rely on. All together, independence means “not relying on something.” The word family includes: independence / dependence, independent / dependent.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *independence* to the Word Wall.

Slides 5–6: Introduce the second new vocabulary word students will need to know for this lesson: *declaration*.

- Say the word: *declaration*
- Use the word in context: *The leaders met to announce the declaration of peace between their countries.*



SUPPORT ALL STUDENTS

Encourage home language connections to these vocabulary words for your multilingual learners. If your students completed Word Maps for these words, invite them to refer to them as they engage in the Build the Word Wall routine.

Lesson 18: Declaring Independence

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- Share the student-friendly definition: *an official announcement*
- Highlight features of the word: *The base word is declare = to announce. Examples include: "All kids need recess!" Sasha declared. The referee declared the winner when the game was over.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *declaration* to the Word Wall.



Investigating Sources (20 minutes)

INTRODUCE PURPOSE AND PROCESS

Slide 7: Inform students that Americans did not ask for permission from Britain nor wait to win the war to become its own country.

- America announced its freedom from Britain to themselves, Britain, and the world in a written document called the Declaration of Independence.
- Note that the slide shows pictures of the document and some of the men who wrote it.
- Share with students that in the image, Thomas Jefferson is the one who is standing. He is holding a quill in one hand and a document in the other. The artist did this as a way of showing his importance as the main writer. The seated men are Benjamin Franklin on the left and John Adams on the right.
- Fighting and battles were still going on. Declaring independence helped boost the morale of the Patriot soldiers, gain allies, and make the intention to become independent official.

Ask: *What do you already know about the Declaration of Independence?* Possible responses:

- It was written by Thomas Jefferson at the Second Continental Congress



SUPPORT ALL STUDENTS

The book [*The Declaration of Independence*](#) by Elaine Landau can be used for pre-teaching and previewing content as needed and as an additional read-aloud opportunity.

Lesson 18: Declaring Independence

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- It says that “all men are created equal.”

Slide 8: Introduce the sources. Inform students that they will be investigating primary and secondary sources today. They will investigate:

- The document itself, using two versions of it from the time it was written (a handwritten version and a printed copy for Americans to read and share in public)
- An informational text

Slide 9: Distribute the [Declaration Notes Organizer](#) and review how to use it:

- Part 1 will be used to record observations of the document itself.
- Part 2 will be used to record evidence from the informational text about the document.

OBSERVE THE DOCUMENT'S FEATURES

Slide 10: Guide students to observe the documents. If you would like students to interact with larger versions than what appears on the slide, you can project or print out and distribute the [Declaration of Independence \(Handwritten\)](#) and [Declaration of Independence \(Printed\)](#).

- Students should note the different parts, including the heading, date, title, and signatures. This is a good opportunity to notice how capitalization is used in the heading and point out names of people that students would recognize.
- Prompt students to record this evidence in the first section of the notes organizer.

READ THE DOCUMENT

Slide 11: Then distribute the [Declaration of Independence Reading](#). Have the students work in pairs or triads to read the informational text and record information in the “Read” section of their notes organizer.



SUPPORT ALL STUDENTS

Provide the [Declaration Notes Organizer \(Sentence Frames\)](#) for students who would benefit from additional scaffolds to form their written responses.

Lesson 18: Declaring Independence

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CONNECT TO OUR QUESTION

Slide 12: After students are done working on the reading and notes organizer, bring them back together to share their learnings. Ask:

- *Who was and wasn't included in the creation and wording of the Declaration of Independence?*
- *How do these sources help us understand our supporting question: How did different groups of people respond to the Revolutionary War?*

Have students turn and talk with an elbow partner before calling on a few pairs to share out their thinking. Be sure to have students record their responses and ideas on their note organizers.

Build the Class Timeline (5 minutes)

Slides 13–14: Close the lesson by having students reflect on what date and event can be added to the Class Timeline and what details should be included in its description.

Ask:

- *What timeline event card can be added to the class timeline? ("1776: Declaration of Independence")*
- *What details should be included in its description?*

Record the student-determined description and add the information about "1776: Declaration of Independence" to the timeline card.

Post the timeline card in the designated Class Timeline area of the classroom. If time allows, students can add drawings or other additions around the timeline card using sticky notes or index cards.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) when working to create a description of the event for the timeline.

Lesson 18: Declaring Independence

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Declaration Notes Organizer (Teacher Version)

Directions: Record observations of the historical document. Then read and record evidence from the informational text about the document.

Student responses will vary. Look for specific information from the sources in student writing. Possible responses:

Part 1

Declaration of Independence Historical Document

Observe: What is the heading / title?

- In CONGRESS, July 4, 1776
- The unanimous Declaration of the thirteen United States of America

What else do you notice about this document?

- Some words are capitalized, and some aren't. "CONGRESS" is in all caps.
- The handwritten version looks like it is all one big paragraph, but the printed version shows different paragraphs or sections. Some of the printed paragraphs are really short.
- There are signatures at the bottom. The biggest signature is by John Hancock. On the printed version, it says "President" next to John Hancock's name.

Part 2

Declaration of Independence Reading

Read: Why was the Declaration of Independence written?

- It was written to announce America's freedom from Britain and explain the reasons why American leaders wanted independence.
- It was written to announce that people in America should have the same freedoms as people did in Britain.

What ideas does the Declaration of Independence include?

- It includes the idea that everyone deserves "life, liberty, and the pursuit of happiness."
- It says that "all men are created equal."

Connect: Who was and was not included in the creation and wording of the Declaration of Independence?

- White, male leaders in America created the Declaration of Independence, and its wording says that “all men are created equal.”
- There is no mention of women, enslaved people, Indigenous people, or other groups in the document. They were also not part of the document’s creation.

How do these sources help us answer our Supporting Question: How did different groups of people respond to the Revolutionary War?

- These sources show us that some male leaders in America responded to the war by officially declaring independence from Britain.
- These sources tell us that some leaders and Congress in America did not wait for the war to end before making their demands official.

LESSON 19

Difficult Decisions

- EQ** How was Massachusetts important to the American Revolution?
- SQ** How did different groups of people respond to the Revolutionary War?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify Indigenous and African American soldiers' experiences and perspectives during the Revolutionary War.	Explain soldiers' experiences and perspectives during the Revolutionary War by recounting key details from sources during collaborative discussions.

LESSON OVERVIEW

In this lesson, students explore how Indigenous people and African Americans responded to the Revolutionary War. First, they build knowledge by watching video clips about the different sides Indigenous people and African Americans fought for in the Revolutionary War. Students then participate in a jigsaw activity, first working in pairs to read an informational text and complete a notes organizer. Then, students share their learnings with peers who learned about the other group. In a closing discussion, students come together to summarize their learning.

LESSON STANDARDS

PS 4, 3.T6.2, 3.T6.2e, 3.T6.2f, RI.3.2, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 19 Slide Deck
☐ Indigenous People in the War Reading
☐ Indigenous People in the War Notes Organizer
☐ Indigenous People in the War Notes Organizer (Teacher Version)
☐ African Americans in the War Reading
☐ African Americans in the War Notes Organizer
☐ African Americans in the War Notes Organizer (Teacher Version)

LESSON AT A GLANCE

Component	Time
Build Student Knowledge	5
Reading and Note-Taking	10
Jigsaw Activity	10
Wrap-Up Discussion	5

Lesson 19: Difficult Decisions

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Indigenous People in the War Reading \(Expanded Word Bank\)](#) and [African Americans in the War Reading \(Expanded Word Bank\)](#): Supports text comprehension through additional vocabulary words and chunked text.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the reading or provide translation of key portions of the informational text. Direct students to only complete the first two questions on their notes organizer and to use specific words from the informational text word bank to support their writing.
- [Look Fors](#): Writing in the notes organizer should include single words or short phrases that may come directly from the text.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the reading or provide a translated version. Encourage students to choose specific words from the informational text word bank to support their writing.
- [Look Fors](#): Writing in the notes organizer should include phrases and simple sentences that may come directly from the text.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- [Look Fors](#): Writing in the notes organizer should include compound sentences and reference the informational text in their own words.



ADVANCE PREPARATION

Plan student pairs and assign half the students the Indigenous People in the War Reading and half the students the African Americans in the War Reading.

Arrange how pairs will be partnered into groups of 4 for the jigsaw sharing of their learnings. Each group should have students who learned about African Americans and Indigenous people.

Lesson 19: Difficult Decisions

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Build Student Knowledge (5 minutes)



CULTURAL COMPETENCE

Please note that although the state standards and resources use terms such as “Native,” “Indian,” and “Native American,” this curriculum intentionally uses the term “Indigenous.” Using this term speaks to the fact that Indigenous ancestors were the original caretakers of the land and avoids references to language used by European colonizers.

Whenever possible, it is preferred to use the specific tribe or nation name of the individual or group. This helps underscore the fact that Indigenous communities are not a monolith. Each tribe and nation has a unique culture, including traditions, language, history, and more.

Individuals or particular groups of people who hold these identities may use and prefer “Native” or “American Indian” when speaking of themselves generally. It is important to respect personal choices and experiences and use preferred term(s) when speaking about or to specific people.

For more information, refer to these National Museum of the American Indian resources: [Frequently Asked Questions](#) and [The Impact of Words and Tips for Using the Appropriate Terminology](#).

Slides 2–3: Explain to students that in the next few lessons, they will focus on different groups of people who were not represented in many of the sources so far.

Spark student curiosity by having students use the Think-Pair-Share strategy to answer the following questions:

- *Did free or enslaved African Americans get involved in the Revolutionary War? If no, why not? If yes, did they support the British or the Americans?*
- *Did Indigenous people get involved in the Revolutionary War? If no, why not? If yes, did they support the British or the Americans?*

Slide 4: Explain that they will now watch short video clips about each group during the war and what sides they took.

Play the clip of “Black Soldiers of the Revolutionary War” (0:00–0:29) from American Battlefield Trust.

Slide 5: Ask students to recall the main points by asking: *Did African Americans side with the British, side with the Patriots, or remain neutral?* Possible responses:

Lesson 19: Difficult Decisions

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- Thousands of African American men were soldiers in the Revolutionary War on both sides.
- Black soldiers fought from the very start of the war, including nine Black minutemen at Lexington and Concord.

Slide 6: Remind students that while the video uses the term “Native Americans,” we will use the term “Indigenous people.” Then play the clip of “Native Americans in the Revolutionary War” (0:00–1:38) from Daily Dose Documentary.

Slide 7: Ask students to recall the main points by asking: *Did Indigenous people side with the British, side with the Patriots, or remain neutral?* Possible responses:

- Many Indigenous people saw the Revolutionary War as a family argument and opted to remain neutral, which means to not take sides.
- Some did take sides and participated in the fighting. Some sided with the Americans, while others decided to side with the British.
- Choosing sides led to conflict with their own people and other Indigenous nations.



LEARN MORE

You can learn more about Indigenous leadership during the Revolutionary War period by watching the video [Thayendanega: Native American Warrior, AKA Joseph Brant](#) (2:59) from American Battlefield Trust.



CULTURAL COMPETENCE

The informational texts in this lesson about Indigenous people refer to both the Mohican and Mohegan peoples. Though the names and geographical locations of these communities are similar, it is important to note that these are two different tribes.

Patriot hero Samuel Ashbow Jr. was a member of the Mohegan tribe, which lived mainly in modern-day Connecticut, Rhode Island, and Long Island. Ashbow himself was from Connecticut. You can learn more about the history of the Mohegan tribe on their web page, [Our Tribal History](#), and through [their education project materials](#).

The Mohicans originally lived along the banks of the Hudson River (in modern-day New York) as well as in parts of Massachusetts, Connecticut, and Vermont.

Stockbridge was a missionary town established in 1738. As other tribes merged with Mohicans there, the tribal group became known as the Stockbridge-Mohicans, as described in the article from the *Journal of the American Revolution*, [The Stockbridge-Mohican Community, 1775–1783](#). You can learn more about their history from the publication [Stockbridge-Munsee Band of Mohicans: An Abbreviated Timeline of Cultural Continuity & Political Presence](#).

Lesson 19: Difficult Decisions

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Reading and Note-Taking (10 minutes)

Slides 8–9: Share that now that students have heard a bit about each group, they will read in depth about one group. They will read for the following information:

- why some members of the group supported the British
- why some members of the group supported the Patriots
- an example of a Patriot to know and why they are important

Then they will participate in a jigsaw to learn about the other group.

Slide 10: Introduce the notes organizers. Explain to students that each reading has a corresponding notes organizer with three sections to fill out that address the three focus topics they looked for in the reading.



BUILD LITERACY

To build literacy and comprehension for all students, consider first reading this text to students while thinking aloud about integrating the vocabulary terms and using information from the text features (captions, images, etc.) to make sense of the reading. Then, have students do a second read of the text to complete their lesson task.

Slide 11: Inform students that with their partners, they will:

- Read the text.
- Discuss what they read and work together to answer the questions on their notes organizers.



SUPPORT ALL STUDENTS

Provide the [Indigenous People in the War Reading \(Expanded Word Bank\)](#) or [African Americans in the War Reading \(Expanded Word Bank\)](#) to students who would benefit from readings with additional vocabulary support and chunked text.

In addition, students can refer to their [Summarize Language and Literacy Builder \(3-5\)](#) to help them identify and summarize key information from the text to record on their notes organizers.

Lesson 19: Difficult Decisions

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Assign partners and distribute one of the readings and the corresponding notes organizer to each student. Be sure that in each student pair, both students have the same materials:

- [African Americans in the War Reading](#)
- [Indigenous People in the War Reading](#)
- [African Americans in the War Notes Organizer](#)
- [Indigenous People in the War Notes Organizer](#)

Prompt students to begin reading and taking notes. Circulate to clarify any misunderstandings or questions students have as they are working. Refer to the [African Americans in the War Notes Organizer \(Teacher Version\)](#) and [Indigenous People in the War Notes Organizer \(Teacher Version\)](#) to support this.

Jigsaw Activity (10 minutes)

Slide 12: Bring students back together and explain that they will now meet in small groups with students who read about a different group. Students will take turns sharing information from their notes organizers about the group they learned about with their classmates.

Assign groups and prompt students to begin. Once again, circulate to clarify any misconceptions in real time.



TEACHING TIP

If you or your students are unfamiliar with jigsaw structures or want a quick review, you can view the short explanatory video [Jigsaw](#) by Mark Drollinger.

Wrap-Up Discussion (5 minutes)

Slide 13: Gather as a whole class to summarize the information and reflect on the process using the “synthesize / sum it up” talk moves included on the slide. Encourage students to add to their notes organizers during the discussion.

Ask: *What were some similarities between Indigenous people and African Americans in the Revolutionary War?*
Possible responses:

- Members of both groups fought for both the British and Patriot armies.
- They were both trying to gain more freedoms.

Lesson 19: Difficult Decisions

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Cluster 3: Massachusetts During the Revolutionary War

- They both didn't gain freedoms or rights when the Patriots won (slavery was still legal and Indigenous tribes lost more land).

Then ask: *What were some differences between Indigenous people and African Americans in the Revolutionary War?*

Possible responses:

- Enslaved Africans often joined either by force from their enslavers or to try and gain freedom.
- Indigenous people sometimes joined because of their friendly relationship with the Patriots.
- Indigenous people hoped to be able to keep their land by fighting.

Close by collecting students' materials and informing them that they will learn about another important group's experiences during the Revolutionary War in the next lesson.

Lesson 19: Difficult Decisions

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Indigenous People in the War Notes Organizer (Teacher Version)

Directions: After reading the text with your partner, record key information from your source.

Student responses will vary. Look for information and evidence from the text in their writing. Possible responses:

1. Why did some Indigenous people support the British during the Revolutionary War?

The British promised to protect tribal land if Indigenous nations helped them.

2. Why did some Indigenous people support the Patriots during the Revolutionary War?

The Patriots also promised to protect tribal lands if Indigenous nations helped them..

3. Who was Samuel Ashbow Jr., and why was he important?

- He was a Mohegan man who joined the Patriots with his brother. He fought in the Battle of Bunker Hill and tried to keep British soldiers back.
- He is known as the first Indigenous person to die fighting for the Patriots in the Revolutionary War.

African Americans in the War Notes Organizer (Teacher Version)

Directions: After reading the text with your partner, record key information about your source.

Student responses will vary. Look for information and evidence from the text in their writing. Possible responses:

1. Why did some African Americans support the British during the Revolutionary War?

The British promised freedom to enslaved people who joined their army.

2. Why did some African Americans support the Patriots during the Revolutionary War?

- Many enslaved African Americans joined the Patriots as a way to earn their freedom.
- Some wanted to fight for America's freedom, and some were sent to fight in the place of their enslavers.

3. Who was Peter Salem, and why was he important?

- Peter Salem fought in many important battles, including Lexington, Concord, and Bunker Hill.
- He shot a British leader at Bunker Hill and helped the Patriots show that their army was strong and skilled.

LESSON 20

Women During the War

- EQ** How was Massachusetts important to the American Revolution?
- SQ** How did different groups of people respond to the Revolutionary War?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify women’s experiences and perspectives during the Revolutionary War.	Explain women’s experiences and perspectives during the Revolutionary War by recounting key details from sources during collaborative discussions.

LESSON OVERVIEW

In this lesson, students explore the roles of women during the Revolutionary War. Using a pie chart and the Think-Pair-Share strategy, students consider what life was like during the Revolutionary War for women. Students participate in a jigsaw activity, first working in pairs to read an informational text and complete a notes organizer. Students then share their learnings with students who learned about a different group of women. To close, students all come together to summarize their learning and reflect on how the Loyalist and Patriot women were similar to and different from one another.

LESSON STANDARDS

PS 4, 3.T6.2, 3.T6.2g, RI.3.2, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 20 Slide Deck
☐ On the Home Front Reading
☐ Away from Home Reading
☐ Women During the War Notes Organizer
☐ Women During the War Notes Organizer (Teacher Version)

LESSON AT A GLANCE

Component	Time
Build Student Knowledge	5
Reading and Note-Taking	10
Jigsaw Activity	10
Wrap-Up Discussion	5

Lesson 20: Women During the War

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Away from Home Reading \(Expanded Word Bank\)](#) and [On the Home Front Reading \(Chunked Text\)](#): Supports text comprehension through additional vocabulary words and/or chunked text.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the reading or provide translation of key portions of the informational text. Direct students to only identify one similarity and one difference on their notes organizer and to use specific words from the informational text word bank to support their writing.
- Look Fors: Writing in the notes organizer should include single words or short phrases that may come directly from the text.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the reading or provide a translated version. Encourage students to choose specific words from the informational text word bank to support their writing.
- Look Fors: Writing in the notes organizer should include phrases and simple sentences that may come directly from the text.

English Proficiency Levels 5-6:

- Students should be able to participate in the activities independently.
- Look Fors: Writing in the notes organizer should include compound sentences and reference the informational text in their own words.



ADVANCE PREPARATION

Plan student pairs and assign half the students to each of the following readings: *On the Homefront* and *Away from Home*.

Arrange how pairs will be partnered into larger groups for the jigsaw sharing of their learnings. Each group should have students who learned about each of the two readings.

Lesson 20: Women During the War

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Build Student Knowledge (5 minutes)

Slide 2: Explain to students that, much like in the last lesson, today they will focus on groups of people that were not represented in many of the sources so far.

Spark student curiosity by having students use the Think-Pair-Share strategy to answer the following questions:

- *What different groups of women would have been in America at this time?*
- *What might life have been like for these different groups of women during the Revolutionary War?*

Slide 3: Display the pie chart and ask: *Who did colonists support?*

Have students share their observations from the chart, and recap if needed:

- 20 percent of American colonists supported Britain.
- 40 percent supported the Patriots and were in favor of independence from Britain.
- 40 percent didn't choose a side and are represented as "undecided."

Share with students that those who supported the British were called *Loyalists*. Remind students that those who supported the Americans were called *Patriots*.

Slide 4: Explain that they will now watch a short video clip about army wives during the Revolution.

Play a clip of "Army Wives: Unsung Heroines of the Revolution" (0:00–0:47) from American Battlefield Trust.

Then ask students to recall the main points of the video. Possible responses:

- When husbands went off to fight, some women stayed home and ran the family farm (or business).
- Other wives went with their husbands and worked for the armies on both sides.



LEARN MORE

At the time of the American Revolution, John Adams estimated that a third of the population identified as Patriots, another third as Loyalists, with the rest remaining uncommitted. Read more in the article [Loyalist vs. Patriot](#) from the Bill of Rights Institute. The pie chart shown uses today's estimates: 20 percent Loyalists, 40 percent Patriots, and 40 percent undecided or neutral.



LEARN MORE

The video [Women of the American Revolution: The Real Unsung Heroes](#) (2:01) from Untold History provides more information about women at this time.

Lesson 20: Women During the War

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Reading and Note-Taking (10 minutes)



SUPPORT ALL STUDENTS

Provide the [Away from Home Reading \(Expanded Word Bank\)](#) or [On the Home Front Reading \(Chunked Text\)](#) to students who would benefit from readings with additional vocabulary support and/or chunked text.

In addition, students can refer to their [Summarize Language and Literacy Builder \(3-5\)](#) to help them identify and summarize key information from the text to record on their notes organizers.

Slide 5: Explain to students that today's lesson involves two different sources. First, they will read one source with a partner. Then they will learn about the other source from classmates. Every student will have learned about both groups of women by the end of the lesson.

Slide 6: Introduce and distribute the [Women During the War Notes Organizer](#) to students. Point out to students that the notes organizer has two sections to fill out that address two big ideas:

- how Patriot and Loyalist women were similar
- how Patriot and Loyalist women were different

Slide 7: Inform students that with their partners, they will:

- Read the text.
- Discuss what they read and work together to answer the questions on their notes organizers.

Assign partners and distribute one of the readings and a corresponding notes organizer to each student. Be sure that in each student pair, both students have the same materials:

- [Away from Home Reading](#).
- [On the Home Front Reading](#).

Prompt students to begin reading and taking notes. Monitor time and student progress until it is time for students to meet in their small groups. You can refer to the [Women During the War Notes Organizer \(Teacher Version\)](#) to support this.



BUILD LITERACY

To build literacy and comprehension for all students, consider first reading this text to students while thinking aloud about integrating the vocabulary terms and using information from the text features (captions, images, etc.) to make sense of the reading. Then, have students do a second read of the text to complete their lesson task.

Lesson 20: Women During the War

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Jigsaw Activity (10 minutes)

Slide 8: Bring students back together and explain that they will now meet in small groups with students who read about a different group than they did.

Students will take turns sharing information from their notes organizers about their group with their classmates.

Assign groups and monitor time and student progress as they complete the task.

Wrap-Up Discussion (5 minutes)

Slide 9: Gather as a whole class to summarize information. Encourage students to add to their notes organizers. Ask: *What were some similarities between Patriot and Loyalist women during the Revolutionary War?* Possible responses:

- They both became camp followers, did important jobs for the army, and were given food, shelter, and protection.
- They fixed and washed clothes and took care of soldiers who were sick and hurt.
- They both used their beliefs to determine if they would buy British items or not.
- They did the jobs of their male relatives fighting in the war, like taking care of the farm or business.
- Some women from both groups became spies.

Then ask: *What were some differences between Patriot and Loyalist women during the Revolutionary War?* Possible responses:

- Patriot women became camp followers because they would have little food or money while men were away.
- Loyalist women became camp followers because it was safer than staying home where Patriots would steal their belongings.
- Some Patriot women, such as Deborah Sampson, became soldiers.
- Patriot women did not buy British items. Loyalist women did buy British items.

Lesson 20: Women During the War

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Women During the War Notes Organizer (Teacher Version)

Directions: After reading the text with your partner, record key information from your source.

Student responses will vary. Look for specific evidence from the text in their writing. Possible responses:

Compare: What were some similarities between Patriot and Loyalist women during the Revolutionary War?

- They both became camp followers.
- They did important jobs for the army and were given food, shelter, and protection.
- They fixed and washed clothes and took care of soldiers who were sick and hurt.
- They both used their beliefs to determine if they would buy British items or not.
- They did the jobs of their male relatives fighting in the war, like taking care of the farm or business.
- Some women from both groups became spies.

Contrast: What were some differences between Patriot and Loyalist women during the Revolutionary War?

- Patriot women became camp followers because they would have little food or money while the men were away.
- Loyalist women became camp followers because it was safer than staying home where Patriots would steal their belongings.
- Some Patriot women, such as Deborah Sampson, became soldiers.
- Patriot women did not buy British items. Loyalist women did buy British items.

LESSON 21

MA Constitution and Elizabeth Freeman

- EQ

How was Massachusetts important to the American Revolution?
- SQ

How did different groups of people respond to the Revolutionary War?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Identify the impacts of Elizabeth Freeman and the Massachusetts Constitution on the rights of people in the state.	Explain the impacts of Elizabeth Freeman and the Massachusetts Constitution on the rights of people in the state by recounting key evidence from a picture book about Elizabeth Freeman in writing.

LESSON OVERVIEW

In this lesson, students build knowledge about the concept of a constitution. They begin by participating in the Build the Word Wall routine to learn the definition of *constitution* and review a previous Word Wall word, *rights*. Students then listen to a read-aloud about Elizabeth Freeman and record evidence in a notes organizer. The lesson concludes with adding the final timeline card to the Class Timeline.

LESSON STANDARDS

PS 4, PS 6, 3.T6.4, 3.T6.5, RI.3.2
See full text of standards in the Cluster Overview.

MATERIALS

☐

[Lesson 21 Slide Deck](#)

☐

[Elizabeth Freeman Notes Organizer](#)

☐

[Elizabeth Freeman Notes Organizer \(Teacher Version\)](#)

☐

[Unit 3.4 Timeline Cards](#)

☐

[Elizabeth Freeman Teacher Guidance](#)

☐

[Mumbet's Declaration of Independence](#)

VOCABULARY

constitution

LESSON AT A GLANCE

Component	Time
Build the Word Wall	5
Read-Aloud and Note-Taking	25

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Elizabeth Freeman Notes Organizer \(Sentence Frames\)](#): Supports written responses with sentence frames and a word bank with important terms.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, provide a translated read-aloud of the picture book for students to use. Direct students to use the given sentence frames and use specific words from the word bank to support their writing.
- Look Fors: Writing in the notes organizer should use the given sentence frames and include single words or short phrases that may come directly from the text or word bank.

English Proficiency Levels 3-4:

- If possible, provide a translated read-aloud of the picture book for students to use. Encourage students to choose specific words from the notes organizer word bank to support their writing.
- Look Fors: Writing in the notes organizer should include phrases and simple sentences that use words from the word bank.

English Proficiency Levels 5-6:

- Students should be able to participate in the activity independently.
- Look Fors: Writing in the notes organizer should include compound sentences and reference the picture book in their own words.



ADVANCE PREPARATION

A picture book about Elizabeth Freeman, [Mumbet's Declaration of Independence](#) by Gretchen Woelfle, is a core part of this lesson. You can use your local library to locate a physical copy or find a video read-aloud online.

Review the [Elizabeth Freeman Teacher Guidance](#) in order to be prepared with additional important information about Elizabeth Freeman and guidance for how to facilitate conversations in the lesson.

Have the "1780: The Massachusetts Constitution" timeline card ready.

Lesson 21: MA Constitution and Elizabeth Freeman

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Build the Word Wall (5 minutes)

Slide 2: Begin by revisiting a key vocabulary word from Unit 3: *rights*. Ask:

- *What are some examples of rights that people have?*
- *What are some examples of rights that you think all people should have?*

Prompt students to turn and talk with an elbow partner for about a minute.

Slide 3: Then review the definition for *rights*: *basic freedoms that are protected by law*. Explain that this word will be used throughout this lesson in connection with a new vocabulary word: *constitution*.

Slides 4–5: Introduce the new vocabulary word: *constitution*.

- Say the vocabulary word: *constitution*
- Use the word in context: *Massachusetts wrote a constitution for a new state government.*
- Share the student-friendly definition: *A plan of government for a state or country.*
- Highlight features of the word: *the base word is constitute = to form or create. A constitution is the basis for forming a new government.*
- Engage with the word: *Some options include inviting students to provide additional examples, restate the definition in their own words, or answer a question using the word. Encourage multilingual learners to translate the word into their home language.*
- Add *constitution* to the Word Wall.

Lesson 21: MA Constitution and Elizabeth Freeman

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Read-Aloud and Note-Taking (25 minutes)



CULTURAL COMPETENCE

It is widely thought that the U.S. Constitution was inspired by the Haudenosaunee Confederacy. The Haudenosaunee Confederacy is one of the oldest continuous democracies in history. Members of the Constitutional Convention were familiar with and admired the Haudenosaunee structure and ideas. You can read more about its influence on early American leaders and the U.S. Constitution in the Library of Congress blog post, [The Haudenosaunee Confederacy and the Constitution](#).

Slide 6: Provide some background information for students by sharing that a constitution explains the different government roles and powers and the rights that people have.

While the Revolutionary War was still ongoing, leaders in Massachusetts knew it was important to have a plan for their new government since they had declared independence from Britain.

Slide 7: Ask: *Why do you think leaders of Massachusetts wanted to create a constitution?* Possible responses:

- To make sure things were fair.
- To make sure there was a plan for who would do what.
- Because they just declared independence because they thought Britain's government was unfair, so they wanted to make sure the new government would be different.

Then ask: *Who was in the colonies at this time? Whose voices should be included?* Possible responses:

- Indigenous peoples of the Northeast
- free and enslaved African Americans
- colonists

Slides 8–9: Have students reflect on what date and event can be added to the Class Timeline and what details should be included in its description. Ask:

- *What timeline event card can be added to the class timeline?* ("1780: The Massachusetts Constitution")



BUILD LITERACY

If you would like students to do additional reading on the topic, you can provide the [Extension: The Massachusetts and U.S. Constitutions Reading](#) for them to explore.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) when working to create a description of the event for the timeline.

Lesson 21: MA Constitution and Elizabeth Freeman

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- *What details should be included in its description?*

Record the student-determined description and add the information about “1780: The Massachusetts Constitution” to the timeline card.

Post the timeline card in the designated Class Timeline area of the classroom. If time allows, students can add drawings or other additions around the timeline card using sticky notes or index cards.

Slide 10: Distribute the [Elizabeth Freeman Notes Organizer](#). Explain that students will listen to a read-aloud of *Mumbet's Declaration of Independence* and record evidence they hear that helps answer the questions on their notes organizers.

Share that while Mumbet was the nickname given by children she cared for, they will only use her full name, Elizabeth Freeman, in writing and discussions.

Begin the read-aloud in your desired format, pausing as needed to answer student questions or give them time to record information on their notes organizers.

Slide 11: After the read-aloud, briefly have students summarize their responses on their notes organizers.

- Encourage them to add to their writing as they hear from their peers.
- You can refer to the [Elizabeth Freeman Notes Organizer \(Teacher Version\)](#) to support this.

Close by sharing with students that they will work together to summarize all their learnings from this cluster in the next lesson.



TEACHING TIP

This picture book includes the harsh realities of enslavement, including physical violence. Be sure to preview the reading ahead of using it with students.



SUPPORT ALL STUDENTS

Provide the [Elizabeth Freeman Notes Organizer \(Sentence Frames\)](#) to students who would benefit from referring to a word bank and using sentence frames to construct their written responses.



LEARN MORE

To learn more about Elizabeth Freeman, you can watch the video [The Legacy of Elizabeth Freeman: A Story of Justice and Freedom](#) (6:46) from The Trustees. You can also read the article [Jury Decides in Favor of Elizabeth "Mum Bett" Freeman](#) from Mass Moments or explore [The Legacy of Elizabeth Freeman online exhibit](#).

Lesson 21: MA Constitution and Elizabeth Freeman

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Elizabeth Freeman Notes Organizer (Teacher Version)

Directions: As you listen to the read-aloud of *Mumbet's Declaration of Independence*, record evidence that answers the questions below.

Student responses will vary. Look for evidence from the text in student writing. Possible responses:

1. Was Elizabeth Freeman represented in the document for colonists' freedom that she witnessed being drafted? Why or why not?

- No, she was enslaved and did not have rights.
- No, colonists complained about having no freedom under British rule, but she didn't have freedom under enslavement.

2. How did Elizabeth Freeman make an impact?

- Elizabeth Freeman heard about the Massachusetts Constitution and went to a lawyer to help her fight for her rights.
- Elizabeth Freeman went to court to fight against enslavement because the Massachusetts Constitution now said it was illegal.

3. What did you learn that helps you answer the Supporting Question: *How did different groups of people respond to the Revolutionary War?*

- Some white male colonists drafted documents to declare their rights and freedoms, but this did not include enslaved people.
- Learning about the Declaration of Independence and the Massachusetts Constitution empowered enslaved people to fight for their rights and inclusion in the new nation's laws.

Elizabeth Freeman Teacher Guidance

Adapted from text by Heather Wilson and the Massachusetts Historical Society.

Elizabeth Freeman: The Name She Chose

Elizabeth Freeman is well known for the important role she played in helping to end slavery in Massachusetts. Today, many people remember her as “Mumbet,” but in this curriculum, we call her “Elizabeth Freeman,” because that is the name she chose for herself as a free woman.

Enslaved people rarely had their own last names. They either did not have a last name or were given the last name of their enslavers. Freeman always had her own first name, however. Her parents likely named her “Elizabeth,” but she was usually called the nicknames “Bett” or “Betty.” In the 1781 court case in which she sued for her freedom, she is referred to only as “Bett.” One of the first things Elizabeth did when she won her freedom in court was to change her legal name to “Elizabeth Freeman.” She chose “Freeman” as her last name as a way of proclaiming her freedom to all people.

As a free woman, Freeman worked in the home of her lawyer, Theodore Sedgwick. Freeman was a midwife. She also cooked and cleaned for the Sedgwick family and took care of their children because their mother was unwell. The young, white Sedgwick children began calling Freeman by the name “Mumbet,” which was the condensed version of the children saying “Mammy Bett.”

Elizabeth Freeman also had her own children, grandchildren, and great-grandchildren, but at this time, we do not have any sources telling us what they called her. Existing primary sources outside of the Sedgwick family—such as land deeds, census and tax records, and a letter from a Sedgwick neighbor—call her “Elizabeth Freeman,” “Bett,” and “Betty.”

It is strongly recommended that teachers exclusively use the name “Elizabeth Freeman” and set the expectation that students do as well in their speech and writing.

Misconceptions in Gretchen Woelfle’s Mumbet’s Declaration of Independence

This lesson is based around the book *Mumbet’s Declaration of Independence* by Gretchen Woelfle. We have utilized this text because it makes the history and ideas of this lesson most accessible for third-grade students. However, teachers should be aware of several historical inaccuracies. See below for information that will help you contextualize the narrative for your students.

Opening page: The idea that Elizabeth Freeman did not have an official first name is deeply misleading. Elizabeth's parents named her when she was born in New York. In her will, she bequeaths a dress that belonged to her mother and father, indicating her connections to her parents even after she lived farther from them. (John Ashley's wife was the daughter of Freeman's first enslaver.)

The first time (to our current knowledge) Freeman appears in the documentary record is in the 1781 court case in which she and a man named Brom, who was also enslaved in the Ashley house, sued for their freedom. The court case is named *Brom and Bett v. Ashley*. Although we cannot say it for sure, it is likely that her name was always Elizabeth and she was simply known by shortened versions of that name. Freeman also named her daughter "Elizabeth," and she was known as "Betsey."

From the existing historical record, it appears as though Freeman was not known as "Mumbet" until after she had become a free woman. Students (and teachers) often think she changed her name from "Mumbet" to "Elizabeth Freeman," but this is not true. When working in the Sedgwick household after she became free, she was the primary caretaker for the Sedgwick children. Their father traveled a lot for work as a judge and their mother was mentally ill. The Sedgwick children were the ones who began calling her "Mumbet."

Upon Freeman's death, the Sedgwick children (then adults) buried her in their family cemetery and engraved "Mumbet" on the gravestone. Today, the influence of the Sedgwick family children who gave speeches and wrote obituaries and a short biography of Freeman is still felt. They called her "Mumbet" in private and in public and have too often been the lens through which Freeman is remembered.

Primary sources outside of the Sedgwick family use "Elizabeth Freeman," "Bett," and "Betty" in reference to Freeman, and are the more appropriate and historically authentic ways for her to be talked about today.

Secondary text sources:

- Edelstein, Sari. 2019. "[‘Good Mother, Farewell’: Elizabeth Freeman’s Silence and the Stories of Mumbet.](#)" *The New England Quarterly* 92 (4): 584–614.
- Scott, Olivia R. 2025. "[Glimpses of Their Lives: Slavery and Emancipation at the Colonel John Ashley House.](#)" *Commonplace: The Journal of Early American Life*.

Primary text sources:

- Sedgwick, Catharine Maria. 1853. "[Mumbett \(manuscript draft\).](#)" Massachusetts Historical Society.
- Massachusetts Historical Society. 1884. "[Proceedings of the Massachusetts Historical Society: January Meeting.](#)" JSTOR.
- Massachusetts Historical Society. 1884. "[Proceedings of the Massachusetts Historical Society: February Meeting.](#)" JSTOR.

LESSON 22

Putting It Together

EQ How was Massachusetts important to the American Revolution?

SQ How did different groups of people respond to the Revolutionary War?

LEARNING OBJECTIVE

Synthesize learning about different groups of people in Massachusetts during the Revolutionary War by citing evidence from multiple sources in response to compelling questions.

LANGUAGE OBJECTIVE

Engage in collaborative discussions to develop an evidence-based response to the cluster's Supporting Question about different groups of people in Massachusetts during the Revolutionary War.

LESSON OVERVIEW

In this Putting It Together lesson, students reflect on learning from the cluster in collaboration with their peers. Students begin by revisiting the Unit 4, Cluster 3 Inquiry Chart and working together to identify learnings that help them answer the Supporting Question. Next, students synthesize evidence gathered from the cluster as they develop a response to the Supporting Question using the Discussion Diamond strategy. Students then come back together as a whole group to discuss their ideas and conclusions.

LESSON STANDARDS

PS 4, PS 6, 3.T6.2, 3.T6.2e, 3.T6.2f, 3.T6.2g, 3.T6.3, 3.T6.4, 3.T6.5, SL.3.1

See full text of standards in the Cluster Overview.

MATERIALS

- ☐ [Lesson 22 Slide Deck](#)
- ☐ [Cluster 3 Inquiry Chart](#)
- ☐ [Cluster 3 Inquiry Chart \(Teacher Version\)](#)
- ☐ [Cluster 3 Discussion Diamond](#)
- ☐ Lesson 18: Declaration of Independence Notes Organizer
- ☐ Lesson 19: African Americans in the Revolutionary War Notes Organizer
- ☐ Lesson 19: Indigenous People in the Revolutionary War Notes Organizer
- ☐ Lesson 20: Women During the War Notes Organizer
- ☐ Lesson 21: Elizabeth Freeman Notes Organizer

Lesson 22: Putting It Together

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LESSON AT A GLANCE

Component	Time
Review Learning Documentation	5
Putting It Together	25

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports the connection of what sources say to learnings and inquiry questions.
- [Summarize Language and Literacy Builder \(3-5\)](#): Supports identification of a source's main ideas and details.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Choose a couple of sentence starters from the Connect LLB for students to use in their responses.
- [Look Fors](#): Oral responses should use the structures provided in the Connect LLB and include simple elaboration of ideas. Images or single words can be used during the writing portion of the Discussion Diamond activity.

English Proficiency Levels 3-4:

- If possible, pair students with a language-proficient peer for the Discussion Diamond activity. Guide students to use the far-left columns of both LLBs during the discussion and writing portions.
- [Look Fors](#): Oral responses should include simple sentences using the structure provided in the LLBs. Written responses should have some elaboration of ideas (e.g., adjectives or clauses) about the cluster's Supporting Question.

English Proficiency Levels 5-6:

- If needed, students can refer to the LLBs during the discussion and written portions.
- [Look Fors](#): Students should readily participate in the discussion and writing portions. Responses should use more complex grammatical structures (e.g., linking words or phrases, combined clauses) when addressing the cluster's Supporting Question.

Lesson 22: Putting It Together

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ADVANCE PREPARATION

Prepare copies of the [Cluster 3 Discussion Diamond](#) for groups of 4 students or create the template on chart paper for student groups to work with.

Have the class's charts and cluster materials listed above easily accessible for student reflection and discussion.

Review Learning Documentation (5 minutes)

Slide 2: Review individual student documentation created throughout the cluster. Have students gather and review the following resources they created in this cluster:

- **Declaration of Independence Notes Organizer**
- **African Americans in the Revolutionary War Notes Organizer**
- **Indigenous People in the Revolutionary War Notes Organizer**
- **Women During the War Notes Organizer**
- **Elizabeth Freeman Notes Organizer**

Slide 3: Review the additional reference tools created throughout the cluster. Ask students to help identify these items in the classroom: *What did we create together as a class?*

- Class Timeline
- Unit 4, Cluster 3 Inquiry Chart
- Word Wall

Explain that students will use each of these to reflect back on what they did and learned throughout Cluster 3.



TEACHING TIP

Building a classroom organization system that allows students to easily access learning tools and documentation throughout the unit will support their reflection skills and growing independence. Each classroom's system will be different depending on the physical learning space and learners.



Putting It Together (25 minutes)

Explain that for the rest of the class, students are going to return to the Cluster 3 Supporting Question and “put together” what they have learned so far about how people responded to the war.

Lesson 22: Putting It Together

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Cluster 3: Massachusetts During the Revolutionary War

Slides 4–5: Present the **Unit 4, Cluster 3 Inquiry Chart** that the class created in Lesson 17, and remind students of the Cluster 3 Supporting Question:



How did different groups of people respond to the Revolutionary War?

SUMMARIZE OUR LEARNING AND SHARE OUR INITIAL THINKING

Read the lesson summaries for the cluster in the “What did we do?” column aloud. If time allows, you can ask students for additional important activities or experiences they remember from the cluster.

SYNTHESIZE OUR IDEAS AND ANSWER THE SUPPORTING QUESTION

Then ask: *What did we learn that helps us answer our Supporting Question?*

Give students time to discuss in a Think-Pair-Share format. Guide them to support their assertions with specific evidence and examples. Ask probing questions to help students reach key takeaways of the cluster. Possible responses:

- Though the war was ongoing, Patriot leaders worked together to create an official announcement that they were independent from Britain.
- Some Indigenous people joined the war and fought for the British or the Americans. Both sides promised Indigenous peoples land protection.
- Some African Americans also joined the war and fought for either the British or the Americans. Some enslaved people fought because they were promised their freedom in exchange for joining either side.
- Some women were Loyalists, supporting the British side, and some were Patriots, supporting the American side.
- Some Patriot leaders worked together to create a constitution for Massachusetts, but it did not include everyone who lived there. Elizabeth Freeman fought to be included in the laws and rights of Massachusetts.

**TEACHING TIP**

You know your students best, so for any chart work throughout the unit, feel free to decide if it will be filled out by you transcribing students' responses or students writing on sticky notes to put on the chart.

Lesson 22: Putting It Together

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When student groups share with the whole class, record their responses in the “What did we learn?” column of the Inquiry Chart.

RETURN TO THE INQUIRY CHART

Finally, revisit the questions students added under the Supporting Question in Lesson 17 as part of their Launching the Question routine, as well as questions from the “Wonder” column of the **Unit 4 Know and Wonder Chart** from Lesson 1.

Ask: Have any of these questions been answered? Have any new questions come up?

Give students a few minutes to share their thinking and ideas with the whole group.

STAMP THE KEY LEARNING

Slide 6: Distribute the [Cluster 3 Discussion Diamond](#) or prepared chart paper versions and inform the students that they will be working in groups of 4 to answer a question. Remind students of the steps of the Discussion Diamond protocol:

- Write their responses on a corner of the page.
- Share their ideas aloud with their group.
- Summarize the group’s ideas in the center of the page.

Engage students in the Discussion Diamond protocol by posing the Supporting Question: *How did different groups of people respond to the Revolutionary War?*

- Prompt students to silently think about what source(s) would be helpful in answering this question and write their responses on their corner of the page (3 minutes).
- Then, prompt students to share their ideas with their group and add to their sections as needed (4 minutes).
- Finally, prompt students to have one member of the group write a summary of the group’s ideas (3 minutes).

Slide 7: Guide the students back to the whole-group setting. Invite students to share any big takeaways from their small group discussions with the larger group. Possible responses:



SUPPORT ALL STUDENTS

Encourage students to refer to their [Summarize Language and Literacy Builder \(3-5\)](#) and [Connect Language and Literacy Builder \(3-5\)](#) as they work on their responses during this activity.



SUPPORT ALL STUDENTS

Setting a visual timer can support students to expect the transitions as they are working through the Discussion Diamond routine.

Lesson 22: Putting It Together

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Cluster 3: Massachusetts During the Revolutionary War

- Though the war was ongoing, Patriot leaders worked together to create an official announcement that they were independent from Britain.
- Some Indigenous people joined the war and fought for the British or the Americans. Both sides promised Indigenous peoples land protection.
- Some African Americans also joined the war and fought for either the British or the Americans. Some enslaved people fought because they were promised their freedom in exchange for joining either side.
- Some women were Loyalists, supporting the British side, and some were Patriots, supporting the American side.
- Some Patriot leaders worked together to create a constitution for Massachusetts, but it did not include everyone who lived there. Elizabeth Freeman fought to be included in the laws and rights of Massachusetts.

Then ask students to consider which individuals or groups were represented in the sources they used and which were not. Possible responses:

- Women were represented in the Women During the War and Elizabeth Freeman Notes Organizers.
- African Americans were represented in the African Americans During the Revolutionary War and Elizabeth Freeman Notes Organizers.
- Indigenous people were represented in the Indigenous People During the Revolutionary War Notes Organizer.

Close by collecting each group's Discussion Diamond work and any other student reference materials that are out.

Lesson 22: Putting It Together

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LESSON 23

Formative Assessment

EQ	How was Massachusetts important to the American Revolution?
SQ	How did different groups of people respond to the Revolutionary War?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Explain how different groups of people in Massachusetts responded to the Revolutionary War.	Use specific details and information from cluster sources to explain how different groups responded to the Revolutionary War in discussion and writing.

LESSON OVERVIEW

In this lesson, students use information from the cluster to complete two tasks. They first engage in a chart paper splash activity to write quick responses to questions about the roles of women, Indigenous people, and African Americans during the Revolutionary War. Students then engage with the Cluster 3 Formative Assessment Task handout to determine who (or what) would say the given statements. At the end of the lesson, students come back together to share key learnings and add to their handouts, as needed.

LESSON STANDARDS

PS 4, PS 6, 3.T6.2, 3.T6.2e, 3.T6.2f, 3.T6.2g, 3.T6.3, 3.T6.4, 3.T6.5, W.3.4
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 23 Slide Deck
☐ Cluster 3 Formative Assessment Task
☐ Cluster 3 Formative Assessment Task (Teacher Version)

LESSON AT A GLANCE

Component	Time
Formative Assessment: Part 1: Chart Paper Splash	20
Formative Assessment: Part 2: Who (or What) Would Say That?	10

Lesson 23: Formative Assessment

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Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports response formation during the chart paper splash activity.
- [Cluster 3 Formative Assessment Task \(Word Bank\)](#): Supports the matching task with additional vocabulary support.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- Provide sentence starters from the LLB for students to use during the chart paper splash activity. Consider facilitating the second part of the assessment by reading each statement aloud to students and translating as needed.
- [Look Fors](#): Writing on the chart paper splash should include relevant single words or short phrases.

English Proficiency Levels 3-4:

- Encourage students to use the LLB to support their written responses during the chart paper splash activity. Consider translating the second part of the assessment as needed.
- [Look Fors](#): Writing on the chart paper splash should include relevant phrases and simple sentences that describe each group.

English Proficiency Levels 5-6:

- Students can choose to use the provided sentence starters from the LLB for expanded options for sentence construction on the chart paper splash activity. They should be able to complete the activities independently.
- [Look Fors](#): Writing on the chart paper splash should include compound sentences that describe each group.



ADVANCE PREPARATION

Pre-assign student groups and marker colors for the chart paper splash task and have chart paper and markers ready.

Lesson 23: Formative Assessment

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Formative Assessment: Part 1: Chart Paper Splash (20 minutes)

The Formative Assessment Part 1 is a small-group chart paper splash activity.

Slide 2: Inform students that there are two tasks involved in today's formative assessment:

- Small group: Chart paper splash activity
- Individual: Who (or what) would say that? activity

Slide 3: Organize the class into groups of 4 or 5 students at a designated chart paper splash location stocked with chart paper and markers. Assign each student in that group a specific color of marker.

Inform students that they will use the chart paper and the assigned marker to write quick responses to three questions. Explain that it is important for them to use evidence in their responses.

- The questions will be displayed one at a time and students will have 3 minutes to record their quick response to each question.
- Before the next question is displayed, students will switch places with each other (or rotate the chart around) so that their next quick response will be located on a different spot on the chart paper.
- They will repeat this procedure until all three questions have been answered.

Slide 4: Display Question 1 and read it aloud.

- Give students 3 minutes to work on their responses.
- Signal when time is up.
- Have students cap markers and hold them up in the air to show they are ready for the next step.
- Then have students switch spots on their chart for the next round.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) to support their formation of written responses during this activity.

Lesson 23: Formative Assessment

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Cluster 3: Massachusetts During the Revolutionary War

Slide 5: Display Question 2 and read it aloud. Repeat the steps above.

Slide 6: Display Question 3 and read it aloud. Repeat the steps above.

Then give students about 5 minutes to read through their classmates' responses on their group chart paper and discuss similarities and differences in their ideas.



Formative Assessment: Part 2: Who (or What) Would Say That? (10 minutes)

The Formative Assessment Part 2 is the [*Cluster 3 Formative Assessment Task*](#).

Slide 7: Distribute the [*Cluster 3 Formative Assessment Task*](#) handout and read the directions aloud.

- Let students know that they will complete this handout individually.
- Be sure to also read the options aloud to support students.

Prompt students to begin working and monitor student progress.

If time allows, bring students back together to share their thinking and/or challenge them to come up with alternative statements that could be added to the handout.



SUPPORT ALL STUDENTS

Provide [*Cluster 3 Formative Assessment Task \(Word Bank\)*](#) for students who would benefit from additional vocabulary support.

Lesson 23: Formative Assessment

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Cluster 3 Formative Assessment Task (Teacher Version)

Activity 1: Chart Paper Splash

Student responses will vary. Look for specific evidence and information from the cluster in their writing. Possible responses:

1. How did women respond to the Revolutionary War?

- They stayed at home and ran the family farm or business.
- They became spies for the army they supported.
- They became camp followers of the army for the side they supported.
- They made purchases based on their beliefs and the side they supported.

2. How did Indigenous people respond to the Revolutionary War?

- Some Indigenous tribes sided and fought with the Patriots, while some sided and fought with the British.
- Both the British and Patriots promised to protect tribal lands in exchange for their support, which is why many Indigenous people got involved in the war.

3. How did African Americans respond to the Revolutionary War?

- Some African Americans sided and fought with the Patriots, while some sided and fought for the British.
- Both the British and the Patriots promised freedom from enslavement in exchange for their support.
- Some enslaved people were sent in place of their enslavers. Some free African Americans wanted to fight for America's freedom.

Activity 2: Who (or What) Would Say That?

Directions: Read the statement and decide who or what would say that from the options listed below. Then write the letter of who or what would say that on the line next to the statement.

Possible Responses		
A. The Declaration of Independence	B. The Massachusetts Constitution	C. Loyalist soldier
D. Patriot soldier	E. Loyalist woman	F. Patriot woman

B ____ 1. I am the document that explained the rights of the people in Massachusetts.

A ____ 2. I am the document that explained why the colonies would no longer be part of Britain.

D ____ 3. I believed that the colonies should be independent and joined the army that fought for American independence.

E ____ 4. When my husband was away fighting, I purchased British items for my home to help support Britain's army.

F ____ 5. When my husband was away fighting, I made my own items for my home because I didn't want to support Britain.

C ____ 6. I believed that the colonies should stay part of Britain and joined the British army to support their fight.

LESSON 24

Unit Synthesis

EQ	How was Massachusetts important to the American Revolution?
SQ	How did different groups of people respond to the Revolutionary War?

LEARNING OBJECTIVE	LANGUAGE OBJECTIVE
Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about Massachusetts and the American Revolution.	Share key ideas from each cluster and use details from the unit to answer the unit's Essential Question in a class discussion.

LESSON OVERVIEW

In the synthesis lesson, students reflect on their learnings throughout the unit. They first revisit their Unit 4 Inquiry Charts in order to discuss and identify one big takeaway per cluster. They then revisit the Unit 4 Know and Wonder Chart. Students consider the Essential Question: *How was Massachusetts important to the American Revolution?* and discuss what questions from the Wonder column they can now answer. The lesson closes with flexible review time.

LESSON STANDARDS

PS 4, PS 6, PS 6, 3.T6.2a, 3.T6.2b, 3.T6.2c, 3.T6.2d, 3.T6.2e, 3.T6.2f, 3.T6.2g, 3.T6.3, 3.T6.4, 3.T6.5, SL.3.1
See full text of standards in the Cluster Overview.

MATERIALS
☐ Lesson 24 Slide Deck
☐ Clusters 1–3 Resources and Texts List
☐ Unit 4, Clusters 1–3 Inquiry Charts
☐ Lesson 1: Unit 4 Know and Wonder Chart

LESSON AT A GLANCE

Component	Time
Revisit the Unit's Charts	15
Review Unit Materials and Choose a Topic	15
Optional Extension: Content Assessment	30

Lesson 24: Unit Synthesis

Plan for English Learner Success

The following scaffolds can support all students in achieving the lesson objectives:

- [Connect Language and Literacy Builder \(3-5\)](#): Supports linking what students learned in the unit to the Essential and Supporting Questions.

The following strategies can help students at different proficiency levels achieve the lesson objectives:

English Proficiency Levels 1-2:

- If possible, pair students with a language-proficient peer for the discussion. Provide one or two simple sentence frames from the LLB for students to use in the unit synthesis discussion.
- [Look Fors](#): Oral responses should use the structures provided in the LLB and include simple elaboration of ideas.

English Proficiency Levels 3-4:

- Pair students with a language-proficient peer, if possible, during the discussion. Encourage students to choose relevant sentence frames from the LLB during the unit synthesis discussion.
- [Look Fors](#): Oral responses should include simple sentences using the chosen question stems and some elaboration of ideas (e.g., adjectives or clauses).

English Proficiency Levels 5-6:

- Students should readily participate in the discussions. Students may choose to use the LLB when working on responses during the unit synthesis discussion.
- [Look Fors](#): Oral responses should use more complex grammatical structures (e.g., linking words or phrases, combined clauses).

Lesson 24: Unit Synthesis

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ADVANCE PREPARATION

Ensure that the Unit 4 Inquiry Charts and Unit 4 Know and Wonder Chart are easily accessible.

Determine how you want to organize the material review with students. The [Clusters 1–3 Resources and Texts List](#) outlines all the student-facing materials and handouts from the unit.

Prepare three pieces of chart paper with the following titles:

- How were women in Massachusetts important to the American Revolution?
- How were leaders in Massachusetts important to the American Revolution?
- How was protest in Massachusetts important to the American Revolution?

You can also add your own subtopics or leave some blank for students to propose a prompt during the last part of the lesson.

Revisit the Unit's Charts (15 minutes)

Slide 2: Remind students of the unit's Essential Question:



How was Massachusetts important to the American Revolution?

Inform students that they will be working to answer this question in today's unit synthesis discussion and later in the unit's Summative Assessment Task.

Slide 3: Point out the **Unit 4 Inquiry Charts** from Clusters 1–3 in the classroom. Then ask: *What's one big idea or learning from each cluster?* Give students a few minutes to share their thinking and ideas with the whole group.

Possible responses:

- Cluster 1: Governments make laws and decisions that impact people differently. When people disagree with a government's actions, they can protest in different ways.
- Cluster 2: People can have different opinions and priorities during conflict with the government, which can push them toward revolution.



SUPPORT ALL STUDENTS

Encourage students to refer to their [Connect Language and Literacy Builder \(3-5\)](#) during this discussion to support links between their learnings and the inquiry questions.

Lesson 24: Unit Synthesis

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Cluster 3: Massachusetts During the Revolutionary War

- Cluster 3: People have to consider their beliefs, needs, and safety during times of conflict and war. These events often force people to make difficult decisions and choices.

Slide 4: Then ask: *What's one big idea or learning from this unit that helps answer the Essential Question?* Once again, give students a few minutes to share their thinking and ideas with the whole group.

Possible responses:

- Massachusetts was important to the American Revolution because some Massachusetts colonists, called Patriots, began to organize protests to show they didn't approve of Britain's laws and power over them.
- Many important Revolutionary thinkers and activists were in Massachusetts, including Phillis Wheatley, Crispus Attucks, Mercy Otis Warren, and Elizabeth Freeman.
- Important events like the Boston Massacre, Boston Tea Party, and Battles of Lexington and Concord took place in Massachusetts, which makes it an important part of the American Revolution.

Slide 5: Present the **Unit 4 Know and Wonder Chart** from the Unit Kickoff, and give students a few minutes to review it.

- Ask: *Which questions in the Wonder column can we now answer?*
- Invite volunteers to answer the questions using what they learned in the unit.

Validate how much students have learned since the start of the unit!

Review Unit Materials and Choose a Topic

(15 minutes)

Use the rest of the time in class to wrap up the unit and prepare for the Summative Assessment.

Slide 6: Distribute the [Clusters 1–3 Resources and Texts List](#) to students and explain that it lists all the materials they used in the unit.

Lesson 24: Unit Synthesis

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Cluster 3: Massachusetts During the Revolutionary War

Explain that the goal for this time is for students to identify a topic related to the Essential Question that they can write about using evidence.

Pose the following prompts and point out to students where the charts for each one are hanging in the classroom:

- How were women in Massachusetts important to the American Revolution?
- How were leaders in Massachusetts important to the American Revolution?
- How was protest in Massachusetts important to the American Revolution?

You can also add other subtopics for students or ask students if there are other topics they think are important from the unit and create those charts to hang on the wall.

Explain that students should choose one of the topics based on what they find most interesting from the unit.

- This topic is what they will write about during the Summative Assessment.
- They will work with their classmates who also chose that topic to identify what sources could be helpful in helping them answer the question.

Prompt students to collect their unit materials and move to the area of the room with their chosen topic's chart paper to begin working.

At the end of the class period, help students organize any handouts that are out. Then inform them that they will continue this work in the Summative Assessment that will take place over the next two classes.

Lesson 24: Unit Synthesis

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Optional Extension: Content Assessment

(30 minutes)

You can administer the [*Extension: Massachusetts and the American Revolution Content Assessment*](#) or specific portions of it as an additional way to assess student understanding of the unit.

The [*Extension: Massachusetts and the American Revolution Content Assessment \(Teacher Version\)*](#) has scoring guidance for each section.



SUPPORT ALL STUDENTS

Be sure to provide the [*Extension: Massachusetts and the American Revolution Content Assessment \(Sentence Frames\)*](#) for students who would benefit from the addition of frames to support their writing.

Lesson 24: Unit Synthesis

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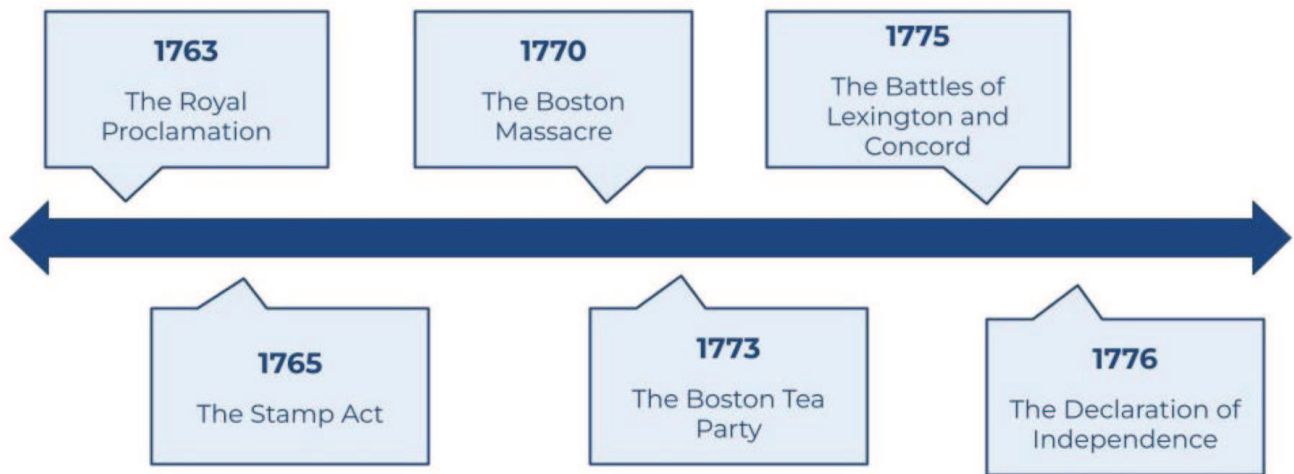
Name: _____ Date: _____

Extension: Massachusetts and the American Revolution

Content Assessment (Teacher Version)

Section 1: Timeline Analysis

Directions: Choose two events from the timeline. Then explain what caused that event on the lines below.



Student responses will vary. Look for specific reasoning in their responses. Possible responses:

Event name: The Royal Proclamation

What caused this event?

The Royal Proclamation was caused by the high costs of the war with France.

Event name: The Boston Tea Party

What caused this event?

The Boston Tea Party was caused by Patriots being upset about Britain taxing more and more products.

Section 2: Vocabulary

Directions: Match each vocabulary word on the left to its definition on the right by drawing a line to connect them.

Word	Connection	Definition
protest		money people pay to the government
independence		a rule of a community, town, state, tribe, or country
law		to speak or act against something you think is unfair
tax		a strong disagreement or difference in opinion
conflict		freedom from the control of others

Section 3: Short Answer

Directions: Read the quote below. Then use the quote and what you learned in this unit to answer the question in a few sentences. Be sure to include specific details or evidence from the unit in your response.

“By 1776, American colonists were rising up to fight for their independence. But the American Revolution might never have happened if it weren’t for key events that took place in Massachusetts.”

—“Investigating History: Massachusetts and the American Revolution”

What was one important Revolutionary event that took place in Massachusetts, and why was it important?

Student responses will vary. Look for specific evidence in their responses. Possible responses:

- One important Revolutionary event that happened in Massachusetts was the Stamp Act. This was important because it was one of the first big events that upset colonists and caused them to organize themselves and protest against the British government.
- An important Revolutionary event that occurred in Massachusetts was the Boston Massacre. This was important because it became an example for Patriots to use to show that British soldiers were dangerous to colonists and shouldn't be there.

Administration and Grading Guidance

This assessment is intended to have a variety of flexible administration options. Teachers may choose to use portions of it as Formative Assessments or in-class review throughout the unit or to administer some or all of it at the conclusion of the unit as a content-focused Summative Assessment alongside the Summative Assessment Task. The notes below are intended to help focus teachers' attention and provide feedback to students, and provide one possible way of assigning points to each section of the assessment.

Scoring Guidance

Section 1: Timeline Analysis (4 points)

- 2 points for explaining the cause of each event

Section 2: Vocabulary (10 points)

- 2 points for identifying each vocabulary pair

Section 3: Short Answer (6 points)

- 3 points for identifying a Revolutionary event that happened in Massachusetts
- 3 points for explaining why the event was important

Total possible: 20 points

SUMMATIVE ASSESSMENT

Massachusetts and the American Revolution

ASSESSMENT PACING

Lesson 25

Task 1

Lesson 26

Task 2

Assessment Overview

For Unit 4's Summative Assessment, students create a poster that answers a chosen core inquiry question related to the unit's Essential Question: *How was Massachusetts important to the American Revolution?*

On Day 1, students build off the source work and topic selection done in the Unit Synthesis lesson and complete the Summative Assessment Task Poster Organizer. They work in pairs or small groups to form an answer statement, gather supporting evidence from each cluster, and record evidence that supports their statement.

On Day 2, students use the information they recorded on Day 1 to design a poster that reflects their work on Day 1. Students illustrate their ideas and place their writing on a poster in an engaging design. There is then the option to have students share their work with one another and reflect on their experiences in the unit.

Assessment at a Glance

On Day 1, students work on:

- Summative Assessment Task Poster Organizer

On Day 2, students work on:

- Poster design and creation
- Optional student presentations and/or group reflection

Advanced Preparation

Before Day 1

- Determine how you want students to work on the Summative Assessment (pairs, small groups, etc.).
- Ensure that the Unit 4 Inquiry Charts and necessary student materials from previous lessons listed in the Clusters 1–3 Resources and Texts List are accessible for students to reference and cite.

Summative Assessment

- Pacing note: This assessment will take place over two class sessions. You are encouraged to pace the steps and tasks of the Summative Assessment to best meet the needs of your students.

Before Day 2

- Provide art materials or digital devices for students to create and illustrate their posters.

Assessment Focus Standards

Practice Standards: PS 4, PS 6, PS 6

Content Standards: 3.T6.2, 3.T6.2e, 3.T6.2f, 3.T6.2g, 3.T6.3, 3.T6.4, 3.T6.5

Literacy Standards: W.3.4

Grading and Providing Feedback**Task 1**

Use the [Massachusetts and the Revolution Rubric](#) to evaluate students' work. You can also refer to the [Summative Assessment Task Poster Organizer \(Teacher Version\)](#) for possible responses.

LESSON 25

Summative Assessment, Day 1

Teacher Notes

In this lesson, students build off their chosen topics and thinking about sources in the Unit Synthesis lesson and complete the Summative Assessment Task Poster Organizer. They work in pairs or small groups to finish forming an answer statement, gathering supporting evidence from each cluster, and recording explanations about how the evidence supports their answer to the Essential Question.

MATERIALS

- ☐ [Lesson 25 Slide Deck](#)
- ☐ [Summative Assessment Task Poster Organizer](#)
- ☐ [Summative Assessment Task Poster Organizer \(Sentence Starters\)](#)
- ☐ [Summative Assessment Task Poster Organizer \(Teacher Version\)](#)
- ☐ [Suggested Topics and Sources](#)
- ☐ Lesson 24: Clusters 1–3 Resources and Texts List

Complete the Poster Organizer (30 minutes)

Slides 2–4: Introduce the Summative Assessment Task. Distribute the [Summative Assessment Task Poster Organizer](#) and read the directions aloud. Clarify that students will:

- State their topic.
- Complete their statement.
- Name and share evidence from a source from each cluster that supports their statement.

Slides 5–6: Explain to students that they have the following organizational and topic support materials they can use:

- [Suggested Topics and Sources](#)
- **Cluster 1–3 Resources and Texts List** (from the Unit Synthesis lesson)



SUPPORT ALL STUDENTS

As a reminder, students who would benefit from a scaffolded version of the organizer can use the [Summative Assessment Task Poster Organizer \(Sentence Starters\)](#). The [Summarize Language and Literacy Builder \(3–5\)](#) can be used to support students' summaries of evidence and how it supports their answer statement on their Poster Organizer handout.

Summative Assessment

Slide 7: Explain that their goal for today's class is to complete the sections of their handout. In the end, they will have all of the following sections filled out:

- Our topic
- Our statement
- Names of three sources (one from each cluster)
- Evidence from each source

Encourage students to work in pairs or small groups and prompt them to begin.

Be sure to walk around the space to support students' discussions and identification of sources and evidence. You can refer to the [Summative Assessment Task Poster Organizer \(Teacher Version\)](#) handout to support this.

When students are done with their handouts, collect them. They will be needed in the following lesson.

LESSON 26

Summative Assessment, Day 2

Teacher Notes

In this lesson, students use the information they recorded in the previous lesson to design a poster that answers the Essential Question with their partner or small group. Students illustrate their ideas and place their writing on a poster in an engaging design. There is then the option to have students share their work with one another and reflect on their experiences in the unit.

Be sure to have the following materials available for students: poster board or chart paper, drawing materials (markers, colored pencils, etc.), glue or tape, and scissors.

MATERIALS

- ☐ [Lesson 26 Slide Deck](#)
- ☐ [Summative Assessment Task Poster Checklist and Template](#)
- ☐ Lesson 25: Summative Assessment Task Poster Organizer
- ☐ Lesson 25: Summative Assessment Task Poster Organizer (Sentence Starters)

Design and Create Poster (30 minutes)

Slide 2: Explain to students that now that they have completed their **Summative Assessment Task Poster Organizer**, they will now create the poster.

Slide 3: Distribute the [Summative Assessment Task Poster Checklist and Template](#) and read the directions aloud.

- Inform students that this checklist and template will help them organize their posters and ensure that all the parts they have worked on are included.
- The template at the bottom of the page is to help them organize their work.
- Tell students they will cut out the different sections on the **Summative Assessment Task Poster Organizer** and glue or tape them to the corresponding sections of the poster.
- Advise students to work their way through the checklist in the order it appears to help keep themselves organized.



TEACHING TIP

Additional variations of the task could involve 1) a variety of small-group work and individual work and/or 2) having students create digital posters using Google Slides or another digital platform.

Slide 4: Redistribute the **Summative Assessment Task Poster Organizer** and have students gather their needed poster materials.

Then prompt students to begin working on their posters in their chosen format with their partner or group.

Slide 5: You can display the poster checklist directions as students work to help them keep track of time. Be sure to move around the room to monitor students' progress and support them as needed.

Optional Extension: Presentations or Reflections *(20 minutes)*

Slide 6: Engage in student presentations and/or group reflection.

Depending on student interest and time, have students share their work with one another or another group of students at the school.

You can also hold a class discussion, asking students questions such as:

- *What was the strongest piece of evidence that you used?*
- *What was your experience creating your poster?*
- *What is one big learning about Massachusetts and the American Revolution that you have from the unit?*



SUPPORT ALL STUDENTS

If you choose to hold a class discussion, encourage students to refer to their [*Connect Language and Literacy Builder \(3-5\)*](#) to support their participation and construction of responses.

Name: _____ Date: _____

Summative Assessment Task Poster Checklist and Template

Summative Assessment Task Poster Checklist

Directions: With your partner or group, cut out the writing sections you completed on the Summative Assessment Task Poster Organizer. Then work together to glue or tape them on a large poster board or paper and add illustrations following the template below.

Top Section

- ☐ Title: How were / was ___ in Massachusetts important to the American Revolution?

Box 1

- ☐ Your statement
- ☐ An illustration

Box 2

- ☐ Cluster 1 source name and evidence
- ☐ An illustration

Box 3

- ☐ Cluster 2 source name and evidence
- ☐ An illustration

Box 4

- ☐ Cluster 3 source name and evidence
- ☐ An illustration

Bottom Section

- ☐ Write your group members' names

Summative Assessment Task Poster Template

Title:	
• Your statement • Illustration 1	• Cluster 1 source name and evidence • Illustration 2
• Cluster 2 source name and evidence • Illustration 3	• Cluster 3 source name and evidence • Illustration 4

Group members' names:

Name: _____ Date: _____

Summative Assessment Task Poster Organizer

Directions: Build off your pre-chosen topic from the Unit Synthesis lesson and follow the prompts below to outline what you will include on your poster. Be sure to review your sources from the unit, referring to the Clusters 1–3 Resources and Texts List and the Suggested Topics and Sources handout as needed.

Our topic:

Our statement:

_____ in Massachusetts was / were important to the American Revolution because...

Cluster 1 source name:

Evidence from the source:

Cluster 2 source name:

Evidence from the source:

Cluster 3 source name:

Evidence from the source:

Name: _____ Date: _____

Summative Assessment Task Poster Organizer (Sentence Starters)

Directions: Build off your pre-chosen topic from the Unit Synthesis lesson and follow the prompts below to outline what you will include on your poster. Be sure to review your sources from the unit, referring to the Clusters 1–3 Resources and Texts List and the Suggested Topics and Sources handout as needed.

Our topic:

Our statement:

_____ in Massachusetts was / were important to the American Revolution because...

Cluster 1 source name:

Evidence from the source:

This source says...

Cluster 2 source name:

Evidence from the source:

This source says...

Cluster 3 source name:

Evidence from the source:

This source says...

Name: _____ Date: _____

Suggested Topics and Sources

Directions: Write a response to the unit's Essential Question by choosing a topic below and using its sentence starter and sources. Or write your own response by filling in your ideas in the bottom row.

Topic	Statement sentence starter	Sources
How women in Massachusetts were important to the American Revolution	Women in Massachusetts were important to the American Revolution because...	Cluster 1: Protesting Taxes Reading Cluster 2: Phillis Wheatley VIP Chart OR Mercy Otis Warren VIP Chart Cluster 3: Away From Home Reading OR On the Home Front Reading
How protest in Massachusetts was important to the American Revolution	Protest in Massachusetts was important to the American Revolution because...	Cluster 1: Protesting Taxes Reading OR Paul Revere's Engraving Reading Cluster 2: A Boston Tea Party Reading OR VIP Charts Cluster 3: Elizabeth Freeman Notes Organizer

Topic	Statement sentence starter	Sources
How leaders in Massachusetts were important to the American Revolution	Leaders in Massachusetts were important to the American Revolution because...	Cluster 1: Protesting Taxes Reading OR Paul Revere's Engraving Reading Cluster 2: A Boston Tea Party Reading OR VIP Charts Cluster 3: Declaration of Independence Reading OR Elizabeth Freeman Notes Organizer
How ___ in Massachusetts was/were important to the American Revolution	___ in Massachusetts was/were important to the American Revolution because...	Cluster 1: Cluster 2: Cluster 3:

Name: _____ Date: _____

Massachusetts and the Revolution Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 6 Identify evidence from multiple sources in response to compelling questions.	Three sources are selected that provide clear and strong evidence to help answer the chosen question.	Three sources are selected that provide evidence to help answer the chosen question.	Selected sources provide evidence that is somewhat relevant to help answer the chosen question.
Practice Standard 6 Use evidence to develop a claim about the past.	There is a clear answer statement that is fully supported by the chosen evidence.	There is an answer statement that is connected to the chosen evidence.	There is an answer statement that is partially connected to the chosen evidence.
Content Standard 3.T6.2 Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period.	Detailed, specific, and accurate information is provided about the chosen topic focus and how it connects to how Massachusetts was important to the American Revolution.	Generally accurate information is provided about the chosen topic focus and how it connects to how Massachusetts was important to the American Revolution.	Incomplete and/or generally inaccurate information is provided about the chosen topic focus and how it connects to how Massachusetts was important to the American Revolution.

Overall Feedback:

SUPPLEMENTAL RESOURCES



Grade 3, Unit 4: Massachusetts and the Revolution

Resources for Educators

As you prepare to teach this unit, we encourage you to deepen your own understanding of the content you will be covering with students. Throughout the lesson plans, sidebars highlight opportunities for you to learn more about various topics and historical events being covered, including links to a wide range of external resources. This document provides a complete list of these linked resources and a brief description of each to support your continued learning.

Cluster 1: Massachusetts in the 1760s

Author	Resource	Use
Lesson 1		
DESE	<u>Background Brief: Massachusetts and the Revolution</u>	The Background Brief was designed to support educators in developing content knowledge before teaching this unit.
Lesson 2		
Coombs, Linda	<u>Colonization and the Wampanoag Story</u>	A book that presents the history of colonization from a Wampanoag perspective, focusing on their experiences, responses to European settlement, and efforts to preserve their culture and identity
Dunbar-Ortiz, Roxanne	<u>An Indigenous Peoples' History of the United States for Young People</u>	An academic text (adapted by Jean Mendoza and Debbie Reese for middle-grade and young-adult readers) that reveals how settler colonialism has formed the American national identity

Cluster 2: Conflict in Massachusetts

Author	Resource	Use
Lesson 8		

PBS	<u>The Boston Massacre</u>	Article that provides context about the lead-up, events, and aftermath of the Boston Massacre
Lesson 11		
Singer, Paul	<u>Boston Tea Party Looks Back on the "Indians" Who Stormed the Boats 250 Years Ago</u>	Article and audio clip about the cultural appropriation of Indigenous clothing by colonists during the Boston Tea Party and connections to present-day appropriation (for example, by sports teams)
Colonial Williamsburg	<u>Why Did Colonists Dress as "Mohawks" at the Boston Tea Party?</u>	Article providing an in-depth account of the Boston Tea Party and analysis of why colonists chose to dress like Indigenous people

Cluster 3: Massachusetts During the Revolutionary War

Author	Resource	Use
Lesson 19		
Native Knowledge 360° from the Smithsonian National Museum of the American Indian	<u>The Impact of Words and Tips for Using the Appropriate Terminology</u>	Web page that shares guidance on using accurate and respectful terms and framing when teaching about Indigenous people
Lesson 21		
Mass Moments	<u>Jury Decides in Favor of Elizabeth "Mum Bett" Freeman</u>	Article about Elizabeth Freeman's successful court case to win her freedom, Brom and Bett v. Ashley, and how this case contributed to the end of slavery of Massachusetts



Grade 3, Unit 4: Massachusetts and the Revolution

Picture Book List

This list contains grade-appropriate, content-aligned books that could be used alongside this unit. Some units contain books that appear directly in lesson activities or as part of lesson extension activities, while others are suggestions from Investigating History teachers and could supplement instruction by being taught in a literacy block, added to a classroom library, or read aloud as a whole class. Teachers should review any materials they use with students, including the books on this list, which does not constitute an endorsement or recommendation by DESE.

Books in the Curriculum

Author	Title	Lesson
Gretchen Woelfle	<u>Mumbet's Declaration of Independence</u>	21

Recommended Books (Not in the Curriculum)

Author	Title
Michael Burgan	<u>The Split History of the American Revolution: A Perspectives Flip Book</u>
Kate Messner	<u>History Smashers: The American Revolution</u>
Chris Newell	<u>If You Lived During the American Revolution</u>